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Education

ANNUAL REPORT
OF
Department of Education



ALABAMA
1915

WILLIAM P. FEAGIN
Superintendent of Education



ANNUAL REPORT
OF THE
Department of Education
OF THE
State of Alabama
FOR THE
SCHOLASTIC YEAR ENDING
SEPTEMBER 30, 1915



BY
WM. F. FEAGIN
Superintendent of Education

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ANNUAL REPORT OF SUPERINTENDENT

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION

MONTGOMERY, Nov. 8, 1915.

His Excellency,
CHARLES HENDERSON,
Governor of Alabama.

SIR:—In conformity to the mandate of law, I have the honor to submit herewith to you, and through you to the people of the State, the Annual Report of the Department of Education.

It includes not only the data required by the statute, but also such information and suggestions as may be required to give the people of the State a correct idea of the present status of our schools, as well as some notion of their future possibilities and needs.

Respectfully submitted,
WM. F. FEAGIN.
State Superintendent of Education.

GENERAL STATEMENT

THE people of Alabama are genuinely interested in the education of their children. This is conclusively proved in numerous ways. School revenues are being increased each year; all of the available competent teachers are being employed; good high schools for practically all the children of the State are being provided; country schools are being improved in their physical conditions and in the incorporation in the curriculum of practical work designed to make efficient citizens of the boys and girls; supervisors are being employed; in fact, public schools are coming to be recognized as the biggest institution in the State. And it is well, for they employ more people, cost more money and reach more individuals than any other branch of the government. This will appear from the fact that during the year now closed, 10,303 teachers were employed in our public schools; 456,561 children were enrolled, and the annual expenditure was \$4,467,412.

Is the work of this our greatest institutional activity a success or a failure? No one would go so far as to claim that the work is a failure, nor may we believe that we are justified in supposing that the success has been without limitations. The fact is, the school is a live, growing, organic thing and will, if it is to serve society, continue to present live problems. Since by their cost they touch the purse-strings of all the people, and since by their work they determine the happiness and efficiency of every one, it is a matter of the greatest public concern that our administrative officers and the representatives of the people in our lawmaking

bodies give the schools their most earnest and painstaking consideration and support.

The scholastic year 1914-15 has been one of remarkable achievements; remarkable not because of any decided improvement in the several phases of activity in which the educational forces of the State have been engaged, but because it has witnessed a complete transformation of certain antiquated machinery that has obstructed any considerable forward movement. Perhaps the oldest of our educators if asked to name the particular objects which were discussed at the earliest educational meetings in their memory, would reply, "Local taxation, better supervision, and compulsory attendance;" and I doubt not if a similar question were put to every teacher in the State, no matter what his length of service may have been, the reply would not be very different. The fact, therefore, that these and a number of other wise laws have been written upon our statute books, makes the progress of the year exceedingly remarkable.

Let it be understood that these achievements are not due to any one man or to any one time. They represent a culmination of cumulative efforts that have gradually though slowly worked themselves out into a healthy public sentiment which has finally taken hold of our lawmakers and made them responsive to those needs which our educators have so long recognized as essential to any great forward movement. So antiquated have been some of our laws and so hidebound our Constitution, that Alabama has been referred to very generally by those living without the State, as the most backward commonwealth in the Union. The tabulations of the Russell Sage Foundation seem to have con-

firmed this unenviable characterization; but be that as it may, powerful though silent forces have done their work, and today the most prominent educators in the nation are declaring that probably no general assembly at any one session ever passed more constructive legislation than was written upon the Alabama statute books in 1915.

We all regard with gratitude the endless chain of influences that have opened up new possibilities for Alabama. It is idle, however, to concern ourselves overmuch with the past; our look should be forward, not backward, and it behooves us as loyal sons and daughters of a fair state to acquaint ourselves with the new tools the Legislature has given us and the new resources placed at our command, in order that we may use them skilfully and wisely in making them effective in the largest possible way in the interest of bringing to the boys and girls of today the finest possible equipment for a more practical and a nobler service than could ever have come to them without the progressive measures so recently enacted.

Numerically, the educational laws total fifteen, and a word of explanation in the order of their enactment will not be amiss:

To authorize women to serve on boards of education of counties, and cities and towns.

This measure is a recognition of the part women have played in the success of our schools. The voluntary work that they have done for some years through the agency of the school improvement association, has made it clear that they can and will lay themselves out in the task of improving school conditions in a way that men would never do. No tales of yesterday and no romance of today can eclipse in wonder the improvements *that they have wrought in local school condi-*

tions, when banded together. It is altogether fitting that their partnership in the school work should have the same recognition that is found in the home where the most refining thing is the maternal instinct and mother-love. Our counties, our cities, and our school districts are free, therefore, to avail themselves of the services of their women on boards of education.

To provide for the creation of a commission for the removal of adult illiteracy in Alabama, to be known as The Alabama Illiteracy Commission, and to prescribe the duties and powers thereof.

By authority of this act, the Governor appointed an illiteracy commission consisting of the following members: Ex-Governor Wm. D. Jelks, Birmingham; Hon. James B. Ellis, Selma; Miss Mary N. Moore, Athens; Mrs. W. K. Linscott, Mobile. The commission organized with Hon. Wm. D. Jelks as president and Wm. F. Feagin, State Superintendent of Education, as ex-officio a member and secretary-treasurer. The commission promptly laid plans for a vigorous campaign throughout the entire State. A sub-commission, consisting usually of the county superintendent of education, the principal of the county high school, the president of the county school improvement association, one prominent business man, and one notable club woman, was named for each county, and a field agent was employed to go from county to county and promote the work. It is not possible at this time to estimate accurately the extent of the movement and the definite results that have been realized; but enough has been done to convince the most dubious person that every adult illiterate in Alabama will in the near future have set before him the opportunity to learn to read and *write*.

Perhaps the most significant and concrete demonstration of the possibilities of adult schools has been in Dale county where persons who had no chance in the days of long ago, have been inspired to go to school, although their faces are furrowed and their locks white. It may not be possible in print to convince the public of the fine work that has been done there, but when one drops in upon the scene and hears first-hand from scores of old folks of the new joy that has come into their lives and the chasm that has been bridged for them, it is impossible to go away doubting that tremendous good has been done.

Equally as fine results perhaps were achieved in Shelby county where the public school forces gave a month, after crops were laid by in the summertime, to the conduct of adult schools. After a brief institute of two or three days in which specific instruction was given in the method of teaching illiterates, schools were opened in more than twenty localities. That they were well patronized and substantial service rendered, is evidenced by the reports that have come to the department, and the numerous letters of appreciation written by those who had never before been able to use the pen.

At least fifteen other counties in different sections of the State have had one or more night schools in session during the summer months, though what has been done is only an earnest of the future. This work in the main must fall upon the shoulders of teachers, for more than any other class we may be sure they possess the ability and the spirit of self-sacrifice and consecration that will make them big enough and responsive enough to human need to carry on the work. The claims of the work have been presented in practically every teachers' institute held during the summer of 1915, and in county after county the teachers with true missionary spirit have pledged themselves voluntarily

to conduct an adult school for a month in connection with their regular school duties during the fall. I know of no finer instance of patriotism than this; namely, the willingness on the part of men and women to attempt to redeem illiterate people from the confines of the gross ignorance in which they have spent so large a part of their lives.

This movement is no spasmodic effort, no vagary, but a calm, deliberate and determined purpose to eliminate illiteracy from Alabama before a new census shall have been taken. The work must of necessity proceed slowly; first, because the Legislature conferred a great task upon the commission; and second, because the commission was dependent upon voluntary contributions and voluntary service for the performance and propagation of its work. All great movements are the result of evolutionary processes, and to attempt to hasten the removal of illiteracy prematurely would be to invite defeat and likewise rob the future of the fine spirit of philanthropy and kinship that will inevitably grow out of this gigantic undertaking. Nor was the failure of the Legislature to provide financial assistance a handicap. Many of our wealthier men and women, and scores of those in mediocre circumstances, have had the pleasure of contributing to the support of the work, and by this means have felt a personal interest that would of necessity have been wanting had the Legislature made a direct appropriation.

So far as we are able at this time to forecast, the results of the illiteracy movement in Alabama, there is no doubt that it promises a more pervasive, a more permanent and a more wholesome interest in education on the part of the entire citizenship than has ever existed in this State, the inevitable result of a lofty service nobly rendered.

To authorize the State Board of Examiners to issue first grade certificates to graduates of certain institutions of higher learning of this and other states; to provide for the issuance of teachers' certificates to persons holding certificates granted in other states; to authorize the extension of the terms of first grade certificates, of second grade certificates, and of third grade certificates; and to repeal section 1723 of the Code of Alabama as amended by section 4 of an act approved August 21, 1909.

A little more than a year ago the normal schools of this State gave up the effort to compete with high schools, colleges and universities, and limited themselves to the task of preparing teachers for the elementary schools of the State, it having been discovered through the medium of the institute enrollment cards that 1200 of the 1500 beginning teachers in Alabama each year had had no professional training whatever for their work. The reason for this dearth of teachers with professional training appeared to be that our certification law in Alabama made no difference in the requirements for the issuance of certificates in the case of the elementary school graduate, the high school graduate, the normal graduate, the university graduate—all alike had to go through the same mill, being graded solely upon their ability to pass a uniform test. To meet this situation, the Legislature authorized the Board of Examiners to issue certificates without examination to the graduates of the Class A normal schools of the State, and to the graduates of other institutions of higher learning having a four-year college course based upon a four-year high school course, provided a certain number of hours of professional work had been successfully pursued in addition thereto. The law also authorizes the issuance of certificates

without examination to teachers from other states, who had qualifications meeting the Alabama test. Still another salutary feature of the law is its provision for the extension of the certificates of teachers who pursue a course of professional study of six weeks' duration at an institution of higher learning, approval in all cases to be given by the Board of Examiners. It will be seen, therefore, that Alabama is now in a position to give due recognition to well trained teachers, and is placing her just stamp of approval upon teacher training.

To prohibit the employment of public school teachers of less than seventeen years of age, and to provide for the education of pupils of any school having less than ten pupils.

This measure, of course, is a check upon the employment of immature persons for the serious work of teaching. It happens that here and yonder local influences have sometimes brought it about that persons of tender years were entrusted with a work for which they were prepared neither by experience nor by training, to the detriment of the school and of the children. While the minimum age limit is rather low, the law will at least be beneficial in its operation.

To submit to the qualified electors of the State at the general election to be held in November, 1916, for their consideration an amendment to the Constitution for the purpose of authorizing the several counties of the State and the several districts of any county to levy and collect a special tax, not exceeding thirty cents on each one hundred dollars worth of taxable property in such counties and in the several districts of any county, under such regulations as

the Legislature may have prescribed or may hereafter prescribe.

All the States in the Union depend less upon the state treasury and more upon local agencies for support than does Alabama. Approximately one-half the revenue of the State is expended upon our public schools. The fact that fair educational opportunity is provided in some sections, naturally disposes them to be satisfied with present conditions and to look with disfavor upon any plan for decreasing the revenue they receive from the State, or from increasing it more directly through local channels. The divergent conditions have been great enough to prevent any change in our Constitution which has fixed one mill as the meager maximum that could be raised in any county of the State by local taxation. For years and years the scant educational opportunity of the children of our poorer counties, where scarcely more than a four-months' term of the public schools was in session, has tended to perpetuate illiteracy and to keep dormant, if not entirely crush out, the principle of self-help. The proposed amendment alters not a whit the status of any county until the people themselves by their own vote favor it. It will make possible, however, a more healthy ration in those counties which need it and are willing to provide it in an equitable way. The maximum levyable for any county is the constitutional limit fixed by the State; namely, three mills. It will appear that because of divergent conditions in different counties, the more fortunate communities may have sufficient revenue to conduct their schools when the State and county taxes have been levied, while certain poorer localities will still have their needs inadequately supplied. It is only fair, therefore, that these districts should have the opportunity to vote upon themselves

a tax to be used for school purposes of any nature the environment makes desirable. The best results from this amendment will not be the funds made available, though they are absolutely essential for progress; but the healthy community sentiment, the local initiative and pride that always come to those who help themselves. The Supreme Court of Alabama has very recently held that tuition fees cannot be collected in connection with any public elementary or high school, and the unsatisfactory feeling existing all over the State because of the attempts of boards of education to lengthen terms by levying a fee upon every child whether its parents were able to pay it or not, confirms the wisdom of the decision of our highest tribunal and of this amendment which will equalize educational opportunity without levying a tax upon the poor—that is, by making all property contribute its just share.

During the coming year a campaign for the popularization of local taxation will be made throughout Alabama, and it behooves every man, woman and child who believes in education, to work for its adoption.

To provide for elections, to authorize any county in the State and any school district now existing or hereafter formed in any county, to levy and collect a special tax for public school purposes, not exceeding thirty (30) cents on each one hundred (\$100) dollars' worth of taxable property in such county and in such school district.

This measure is the embodiment in legal form of the machinery by which the local tax amendment, if enacted, is to become operative, without waiting until another session of the Legislature. Its effectiveness is conditioned upon the adoption of the proposed constitutional amendment.

To make an annual appropriation for any county that may be levying and collecting a special county tax during any scholastic year, and to provide for the expenditure of the fund set apart by any county board of education.

There is a widespread practice in many states of the Union of giving encouragement to the most desirable educational activities by granting provisional aid directly from the state treasury. Alabama has been doing this for some time both in the erection and repair of schoolhouses and in the installation of libraries. This law gives an annual bonus of \$1000 to any county levying and collecting a one-mill county tax, and after October 1, 1917, the bonus will be \$1000, \$2000, or \$3000 annually, provided the county is levying and collecting a one-mill tax, a two-mill tax, or a three-mill tax, respectively.

Aside from the encouragement of local taxation, the relief to be given under this law will, in the main, go to the poorer counties of the State, which have already recognized their duty to help themselves, and thereby tend in a small way to further equalize educational facilities in the State. Like the local tax amendment, its chief merit will result from its reflex upon local initiative and community interest.

To amend section 1355 of the Code of Alabama of 1907.

Under this law, towns of more than 2000 and less than 6000 inhabitants will have boards of education elected by the city council, or other governing body. After the law becomes operative only one member will be chosen each year, the purpose being to provide for a continuous board, thereby preventing any sudden interruption or change in the policy of the school system. Towns of less than 2000 inhabitants are placed

directly under the control of the county board. This is not a discrimination against the city, as might at first appear, for the reason that under the new law for the county administration and supervision of schools, they have a voice in the selection of the members of the county board, a privilege heretofore denied them. There has always been a feeling of dissatisfaction in much of our incorporated territory because of what was considered a discrimination against the town in the apportionment of funds; but since the towns are now to have a voice in the selection of the county board members who are to come from the county at large, this feeling will undoubtedly disappear.

To provide for a county board of education, to prescribe the method of election of the members thereof, to define the powers and duties of the board, and to require the boards of education in incorporated cities and towns to make an enumeration of children of school age.

Better supervision of schools, like local taxation, has long been hoped for in Alabama, and the realization of this hope implies, of course, better machinery. The members of the county board of education in the future will be elected from the county at large by popular vote and with ample power to administer school affairs with as much authority and freedom as they are now administered in our largest cities. The office of county superintendent instead of being a political plum, becomes an appointive one requiring specialized abilities on the part of any aspirant. The county superintendent will be charged with the supervision of the schools, leaving the business side largely to the discrimination of the county board of education. In order that his work of supervision may not be hampered, he will be given wide latitude in the selection of a teaching force and in their

direction, being accountable to the board for the results obtained. A study of the law will show very clearly that with the increased power in the board and the increased demands made upon the county superintendent, the schools of the county will receive consideration and emphasis that never could have come under the old law. Instead of taking a one-room, shoe-box school to every child, many children will be taken to a consolidated school adequately equipped and with a suitable teaching force to give the training that country boys and girls need.

To prohibit county boards of education, county superintendents of education, school trustees, or teachers, from excluding any pupil from a school whose teacher is qualified to teach the pupil who is qualified to attend a high school within three miles of the pupil.

Whatever our opinion as to the purpose of this law may be, it is a fair assumption that it will at least prove beneficial in its practical operation. No teacher can teach all the subjects required in the elementary grades, much less give additional work in high school subjects. In endeavoring to do so, however, in compliance with this law, the folly of such a requirement will become self-evident and aid the movement for consolidation of schools which is gradually growing in every county of the State.

To amend section 1842 of the Code of Alabama.

Cities, towns and school districts desiring to furnish free textbooks to pupils may purchase them directly from the publishers at the regular contract prices, thereby saving the dealer's commission.

To require private, denominational and parochial schools to make school reports.

The status of Alabama educationally, deplorable as it is, is unduly exaggerated because of the failure of a few of our private, denominational and parochial schools to send to the State Department data for which the State is fully entitled to credit. It is presumed that in the future all schools without exception will comply with this requirement of the law.

To compel attendance at school of children within certain ages in the State of Alabama; to fix exception to such provisions; to provide means for the enforcement of this act; to require reports from private or parochial schools; to make it unlawful for any parent, guardian, or other person occupying the place of parent, to violate the provisions hereof; to make it unlawful for any person, firm, corporation, or association to employ any child in violation of the provisions of this act; and to fix punishments and penalties for the violations of this act.

Alabama is the last state but two to make provision for compulsory attendance at school. The conviction has come about that if it is the State's duty to provide educational opportunity for the child, it is likewise a duty to see that the child is not deprived of the opportunity to secure an education.

Human nature is such that some parents lose sight of their obligations to prepare the child for the responsibilities of citizenship and of productivity because of their own narrowness and greed. The law is merely to require that within certain reasonable limitations, a child be permitted to go to school each year for a little while. There is no other way by which we may hope to be rid of illiteracy permanently, and to have

a citizenship prepared for present-day responsibilities. The fact that practically every civilized country in the world enforces compulsory attendance, and that not one of the forty-five states of the Union that have written it upon their statute books has seen fit to repudiate it, is incontrovertible evidence in its favor.

To amend article 31, chapter 41, of the Code of Alabama, 1907.

The rural school of the future in Alabama is to be a consolidated school usually with three or more teachers, comfortably housed, suitably equipped, with ample grounds and a teacherage nearby. The State will therefore grant aid in the erection, repair and equipment of schools, recognizing the character of plant to be provided and the number of teachers to be employed. The school of one classroom may receive more aid than formerly, but the larger the school, the greater the amount of aid it may receive. We are beginning to understand that equipment is as necessary for the proper conduct of the school as the building itself, and aid may hereafter be had for that purpose. In every instance the community must raise at least double the amount of aid sought, thereby recognizing the principle of self-help. The law also guarantees a business-like expenditure of the funds to be used, which seldom resulted under the old law. The appropriation to each county is an annual one, and unexpended balances are reapportioned to all the counties of the State at the end of each year so as to extend the benefits as widely and as rapidly as possible.

To provide for the holding of teachers' institutes in this State, to authorize the employment of institute conductors, and to make necessary appropriations for the same.

If 1200 of the 1500 beginning teachers in Alabama each year have attended no other school for professional training than the teachers' institute, it goes without saying that these institutes ought to be made as helpful as possible. Under the new statute they may be held in any county of the State at any time during the year. The schools of the county are closed; all the teachers attend, and they may receive pay as for time taught. The county institute will contain only those teachers employed in the county, and specific help may be had in the solution of the problems arising within the county. It is believed that the new plan of operation will remove the objections heretofore offered, and that the institutes will be more practical and helpful, inasmuch as they are to be held during term time with only the county teachers present.

It should be understood, however, that our recent legislation is not ideal; in fact, hardly any one of the measures recited is in the form that the State Department of Education could have desired; but when we consider intelligently and in a spirit of fairness the machinery we had when the report of a year ago was written and the machinery that has now been provided, we must admit that, potentially at least, Alabama has a much more modern school code, which, if made effective through wise and timely action, will bring untold good. The limitations of our present Constitution are beginning to be realized, and it is the duty of those who know public opinion in the State to encourage the movement for a constitutional convention which will make possible the reorganization of the administrative department so as to provide a state board of education with oversight over the school system, this board to

have the power to select a state superintendent of schools and otherwise direct what we have already chosen to call the State's chief business—her public schools. So far, therefore, as the Constitution has permitted, the Legislature of Alabama has wrought nobly for the cause of free universal education in Alabama, and it behooves all loyal citizens to make effective the fine machinery now available.

ALABAMA A RURAL STATE.

The Government Census Bureau classifies all incorporated territory of 2500 inhabitants and over as urban, and all towns and villages of less than 2500 inhabitants as rural. Upon this basis, 82% of Alabama's population, according to the census of 1910, is rural; and if we exclude from this total those towns and villages with a population of 1000 or more, we shall still find that two-thirds of our people, that is, our strictly rural population, live in the open country. In other words, more than three out of five of our school children are country boys and girls. The school problem in Alabama, therefore, is of necessity a rural problem, and this is even more real than the figures above would indicate, for the reason that our cities and towns have already brought their schools up to a fairly high standard of efficiency, while in illiteracy, in the character of school buildings, in the quality of supervision, in the length of the school term, and in the percentage of attendance, the country school lags far behind. No one will deny that so long as a single country boy or country girl is deprived of fair educational opportunity, just so long will true American democracy have failed to realize its ideal in rural Alabama.

SCHOOL CENSUS AND ENROLLMENT.

According to the statutes of Alabama, our enumeration of children is made biennially in the even-numbered years. According to the census of 1914, there are in Alabama, 432,551 white children, and 342,425 colored children of school age. There were enrolled in the schools for white children during the year 1914-15, 312,490 pupils, a decrease of 7,852 from the preceding year, or approximately $2\frac{1}{2}\%$. There were enrolled in the colored school 144,071 children, a decrease of 3,741 over the figures for the preceding year, or approximately $2\frac{1}{2}\%$. In other words, 72% of the white children were enrolled in the public schools and only 42% of the negro children were enrolled. These percentages are somewhat increased when the numbers enrolled in private and denominational schools are taken into account. However, one-fifth of our white children and one-half of our negro children did not attend school for so much as one day.

ATTENDANCE.

The comparison for the year just closed with the preceding one is somewhat more satisfactory, so far as the records of attendance go. In 1913-14, the average attendance was 196,529 white children, and in 1914-15 the average attendance was 196,415, showing a decrease of only 114 pupils. The percentage of attendance for the year 1913-14, based upon enrollment, therefore, was 61, while in 1914-15 it was approximately 63. This means that although the school did not reach so many children, those who did attend went more regularly, or at least continued longer in school. A similar condition prevailed among the negro schools. If we reckon the percentage of attendance upon the number of chil-

dren of school age instead of upon the number enrolled, the percentage for the whites becomes 45 and for the negroes a little less than 30. These figures will be slightly but favorably augmented when the students under 21 years of age enrolled in county high schools and in other state and private and denominational schools are taken into account; but even then the question arises, where were those 100,000 white children who did not enter school a single day, and where were those other white children to the number of 90,000 and more, whose school work was nullified because of non-attendance? If we base our answer to this question upon a purely financial basis, it simply means that the per capita appropriation of \$2.75 which the State provided for each child was reduced to something like \$1.50 in actual efficiency; or, in other words, the per capita amount actually expended for each child by the State, based upon actual attendance, was raised to more than \$4.00.

So far as it can be determined from the changed basis for considering the data of city schools and rural schools, the average attendance in the former is at least 6% higher than in the latter. This difference is partially to be accounted for by the disadvantages of bad weather, bad roads, and similar causes, and suggests the need of a better organization of the schools in rural territory and the enforcement of compulsory attendance measures which when effective will undoubtedly materially increase the daily school attendance and bring at least a portion of the State's educational provision within the reach of every child.

LENGTH OF SCHOOL TERM.

The average length of school term for all elementary schools in the United States, both city and rural, is

157 days. In city schools it is 184 days and in rural schools 137 days, showing an average urban excess of 47 days. In Alabama the average length of term for all schools is 123 days; for city schools, 178 days, and for rural schools, 111 days, showing an excess in favor of city children of 67 days. How shall we expect the boys and girls of Alabama to fare in competition with those of even the average state of the Union, and how shall we expect our rural boys and girls against whom there is such a tremendous discrimination, to hold their own in the struggle even here at home? The average length of school year during 1913-14 was 135 days for the white schools and 104 for the negro schools. For 1914-15 these figures are 132 and 104 days, respectively. We have, therefore, a decrease in the length of term for the white schools of three days, the length of term for the colored schools remaining constant. We cannot be dogmatic in the assignment of any specific reason for the falling off, unless perhaps it is due to the financial depression which has resulted in a decrease of the amount raised locally by fees and voluntary supplements for the support of the schools.

Again, let it be borne in mind that the school term in some portions of Alabama is less than five months, and there is no other way to even up conditions except through local taxation, which, it is believed, will make possible the raising of sufficient revenue to provide for extended terms.

RECEIPTS AND EXPENDITURES.

The public school receipts for all purposes for the year ending September 30, 1914, were \$4,444,076, and for the year ending September 30, 1915, they were \$4,467,412, an increase of approximately \$21,000. The counties through their local one-mill tax contributed \$639,-

397, or an increase of nearly \$40,000 over last year's figures. The per capita for each child of school age for the coming year shows an increase of three cents over the year 1914-15, or \$2.78. It must be evident that the increase in our school funds is lagging behind our increasing school population and our advancing school ideals. This condition has been emphasized by a decision of the Supreme Court which practically makes it impossible for any board of education to require more than a reasonable incidental fee as a condition precedent to admitting any pupil to the school. The decision of the court does not indicate the exact amount of such fee, which must depend upon local conditions, but the implication is that not more than twenty-five cents per month for each child would be justified. It is expressly stated that the fee cannot be required to pay any part of the teacher's salary, but only for such necessities as fuel, crayon, and the like. The indications are that during the coming year the effort to collect supplemental fees for tuition purposes will be resisted much more stoutly than in the past, due to the fact that the knowledge of the attitude of our highest tribunal is becoming much more general.

This is borne out by the fact that the matriculation and incidental fees decreased from \$429,605 in 1913-14 to \$395,561 in 1914-15, or \$34,043; while the amount derived from local taxation due to enhancing values, increased from \$599,991.41 to \$639,397.02. And this is well, for the collection of a tuition fee often places a burden upon those who have large families and upon the poor, which is, in some instances, prohibitive; while the levying of a tax upon all property works no hardship upon anybody. Local taxation is an adequate remedy, and perhaps the only one for local misunderstandings which arise from the enforced collection of tuition and incidental fees.

TACHING FORCE—WHITE.

There were employed in the public schools for the session 1913-14, 2,237 male and 5,285 female teachers. During the year 1914-15 the corresponding numbers are 2,309 and 5,444. It will be observed that the total number of teachers employed has increased by 231, but that there has been an increase in the number of males by 72 and in the number of female teachers by 159.

We all commend the work of our women teachers and we cannot escape the conviction, that during certain stages in a child's life he needs to be under the influence of female teachers. It is equally as true that the masculine characteristics cannot be possessed by any true woman, and the presence of male teachers is therefore essential. Perhaps the lack of adequate salaries and the opportunities for rumerative employment are operating to decrease the number of male teachers. Certain it is that the schools will not quite do their best work unless such a condition can be remedied.

The total of salaries paid to the white teachers in 1913-14 was \$2,962,168; in 1914-15, \$3,046,484. The average yearly salaries of teachers for 1914-15 was \$444 and \$367 for males and females, respectively, a decrease of \$2.00 in each case over the corresponding figures for 1913-14.

TEACHERS' CERTIFICATES—WHITE.

The grades of certificates held by 7,604 of the teachers employed in the public schools during the year 1914-15, were as follows:

Life	978
First grade	1,496
Second grade	2,788
Third grade	2,342

In 1913-14, 7,317 teachers held certificates, as follows:

Life	857
First grade	1,515
Second grade	2,689
Third grade	2,256

It will appear from an examination of these figures that there has been no change in the ratio of teachers holding higher grade certificates to those holding lower grade certificates, and this suggests that new emphasis should be placed upon the importance of professional training. As was determined last year from institute enrollment cards, 1,200 of our 1,500 beginning teachers in Alabama each year have had no professional training whatever for their work.

TEACHERS' INSTITUTES—WHITE.

There were enrolled in our institutes for white teachers this summer 7,837 teachers, of whom 31% were males and 69% were females. Of the teachers enrolled, 7,588 held certificates as follows:

Life	6%
First grade	19%
Second grade	38%
Third grade	37%

The corresponding figures for 1913-14 were:

Life	7%
First grade	20%
Second grade	37%
Third grade	36%

These facts, therefore, indicate a relatively slight falling off in the number of teachers holding higher grades of certificates and a correspondingly slight in

crease in the number of those holding lower grades of certificates. The average length of service of the teachers engaged in elementary schools was 31 months; of those engaged in high schools, 25 months; while the average time spent in the last position for all teachers was a trifle more than 13 months. The amount of time the teachers who had only elementary training had spent in school was a little less than 6 years, while the average of those who had some high school training was 2.6 years, and of those who had college training, 2.4 years. The total number of graduates of normal schools employed in the public schools was 545, of whom 63 had completed the work in education at the University of Alabama. 2,548 teachers were members of the Alabama Teachers' Reading Circle, and 1,590 were enrolled in the State Educational Association. A particularly encouraging feature of the institute work has been the impetus given to vocational work in the rural schools. The different types of work attempted by these schools are as follows:

- a. For boys: Manual training, agriculture, corn clubs, pig clubs.
- b. For girls: Domestic science, domestic art, tomato clubs.
- c. For both boys and girls: School gardens.

The following facts were reported:

Number having school gardens.....	272
Number teaching plain sewing.....	448
Number teaching machine sewing.....	49
Number teaching domestic science.....	175
Number having domestic science equipment at school	114
Number teaching wood work.....	153
Number having wood work equipment at school.....	68

Number installing domestic science equipment during year	48
Number installing manual training equipment during year	45

This is only a meager beginning, but it indicates a trend that will go far toward making the school and the community more co-operative. The work of the boys' corn clubs and the girls' tomato clubs is under the direction of the Junior and Home Economics Extension Department of the Alabama Polytechnic Institute, under whose excellent leadership numbers of boys are making more than one hundred bushels of corn to the acre at a very low cost, and a goodly number of girls are engaging in the raising of tomatoes, each girl being required to cultivate as much as one-tenth of an acre and to can all the tomatoes raised on her plot. Many housewives are following their example and are canning the fruits and vegetables which usually go to waste on the farm, while many fathers are being given wholesome lessons in improved methods of corn growing.

TEACHING FORCE—NEGRO.

For the session 1913-14, there were employed in the negro schools 686 male teachers and 1,830 female teachers. The corresponding figures for 1914-15 were 670 and 1,880, respectively, there being a slight decrease in the number of male teachers and a slight increase in the number of female teachers, and a total net gain of 34. These teachers received in salaries \$402,915, an increase of \$1,300 over the preceding year. The average salaries of negro teachers, both male and female, are the same as in the preceding year, namely, \$169 and \$153, respectively.

TEACHERS' CERTIFICATES—NEGRO.

The grades of certificates held by 2,538 teachers employed in the negro schools in 1914-15 are as follows:

Life	109
First grade	23
Second grade	565
Third grade	1,841

The corresponding figures for 1913-14 were:

Life	117
First grade	29
Second grade	510
Third grade	1,754

There has been, therefore, a substantial falling off in the number of those holding higher grade certificates and a corresponding increase in the number of those holding lower grade certificates.

TEACHERS' INSTITUTES—NEGRO.

1,923 negroes were enrolled in our institutes last summer, an increase of about 1,070 over the preceding year. The grades of certificates held by the negroes in attendance corresponds closely with the figures for the preceding year. The data for negro institutes are not so dependable as those for the institutes for white teachers, but according to their statements, the term of service of those engaged in teaching in the elementary schools is 50 months; in high schools, 41 months; while the average time spent in the last position is a little less than 20 months. The average time spent in school by those teachers who had attended only elementary schools was 5.4 years, and of those who had attended high schools, slightly more than two years. Those who had attended college remained there approximately 1½ years. Only

280 negro teachers seem to have had any normal school training whatsoever.

In the matter of vocational work in the negro schools, the following facts are reported:

Number having school gardens.....	126
Number teaching plain sewing.....	443
Number teaching machine sewing.....	60
Number teaching domestic science.....	178
Number having domestic science equipment at school	50
Number teaching wood work.....	110
Number having wood work equipment at school.....	41
Number installing domestic science equipment dur- ing year	15
Number installing manual training equipment dur- ing year	26

We must not infer that the figures given above, either for white or negro teachers, represent the exact status of the teaching profession in Alabama. Since the holders of life certificates have not been required to attend institutes and teachers in certain classes of schools are not required to hold State certificates, it has not been possible to take into the calculation a number of our more highly trained teachers, thereby lowering the average. And yet if we exercise the greatest amount of charity, we must admit that the character of the teaching force is far below any fair standard, and that *TEACHER TRAINING IN ALABAMA IS A CRYING NEED.*

PUBLIC SCHOOL PROPERTY—WHITE

The value of schoolhouses and sites for the year 1913-14 was \$7,008,536, and in 1914-15, \$7,128,418. Less

than one-half of the amount invested is located in rural districts. The value of equipment had, in the same time, grown from \$674,059 to \$708,337, an increase of \$34,728.

For the session of 1913-14 practically all the schools in cities and towns were supplied with patent desks, while only 2,072 of the 4,727 schools taught in rural districts were so supplied. In 1914-15, 2,538 of the 4,700 schools in rural districts were supplied with patent desks.

• PUBLIC SCHOOL PROPERTY—NEGRO.

The value of schoolhouses and sites for negroes in 1913-14 was \$666,850, which had increased to \$729,516 during the following year. The value of equipment had, in the same time, grown from \$67,846 to \$84,256, while the number of negro schools seated with patent desks had also grown from 128 to 239. The increase therefore, in the provision of equipment among negro schools seems to have gone forward at a slightly more rapid pace than for the white schools. This is to be accounted for by the funds which have been donated by philanthropists in other parts of the country.

BACKWARD AND FORWARD.

The valuation of school buildings and equipment indicates and the attendant facts show that even since the law authorizing State aid in the erection and repair of buildings has been operative, there has not been that degree of improvement in the physical condition of our schools that we might reasonably have expected. It is hardly too much to say that a statement contained in the report of one of our state superintendents of *education* some forty years ago, might be used with

equal propriety in reference to present conditions in many counties: "Schoolhouses are still very inferior; many of them belong to private individuals and have little or no furniture. The public is either unwilling or unable to build houses, and instead borrow the use of churches, discarded log houses, or school buildings erected by private enterprise." The one-room country school is the dominant type in Alabama today, but it is believed that under the stimulus of the recent enactment whereby aid is to be granted according to the size and character of the building to be erected, not only better buildings will result, but a considerable number of larger buildings where at least three teachers will give their entire time to the work, will be established. Consolidation, too, with transportation of pupils, which has hitherto been impossible under our laws, will result from the enlarged powers given to county boards of education. During the coming year the rural school agents will give much of their time to creating a sentiment for the consolidation of schools, a movement that means better buildings, better teachers, better instruction, and decidedly better results.

The graduated plan of giving State aid in the erection, repair and equipment of school buildings will not only emphasize the larger type of buildings, but will also tend to develop community centers in smaller towns, the law making it possible for municipalities having a population of not more than 400 inhabitants to receive help. It is to be expected, therefore, that a considerable number of the 83 incorporated towns falling within the limits of the law, will become logical centers for consolidation.

CITY SCHOOLS.

Although all municipalities have had to depend for their funds very largely upon taxation, they have not,

with one or two exceptions, had any authority to levy a special school tax. The fact that they are so much better provided for in the matter of funds, supervision, buildings, equipment, competent teachers, and the like, than our rural districts, has been due very largely to self-help. The classification of urban and rural territory has undergone a complete change during the past year, conforming to a statutory classification whereby incorporated towns are designated as cities when they have as many as 2,000 or more inhabitants. This is also more nearly in keeping with the classification of the National Bureau of Education which regards as rural all towns with fewer than 2,500 population. The act of the Legislature in placing incorporated towns of less than 2,000 under the jurisdiction and control of the county board of education, seems to form a convenient dividing line and it has been adopted. It is impossible for this reason to make any satisfactory comparison of statistics for city schools this year with those of preceding years, as will appear from the fact that only 42 cities are included in this year's calculations for city schools, while more than 250 were used a year since. The decided falling off in enrollment, therefore, will be easily understood, as, for example, in 1913-14 there were 81,515 enrolled in the city schools, while in 1914-15 this number is only 49,922. The percentage of attendance, however, shows an increase from 74½ to 76%. There was a decrease of 4 days in the length of school term, and a decrease of \$2,500 in the amount of aid given by city school improvement associations. For 1914-15, the average annual salary for male teachers in city schools was \$1,349, and for female teachers, \$594; while the average annual salary for teachers in strictly rural districts was \$382 for men and \$306 for women. So long as this disparity exists, and until better facilities shall make possible the consolidated

school, we may be sure that our best teachers will hasten to the cities when the first opportunity presents itself. The rural school teacher is superintendent, supervisor, teacher, janitor, and community worker. He has opportunities unlimited and burdens that are equally so. In addition to professional burdens, he meets difficulties in poor living conditions, inadequate equipment, stunted social life, and the absence of many other legitimate attractions found in the town. It is evident, therefore, that the person shouldering such responsibilities and facing such obstacles must receive at least equitable compensation. As a matter of course, the best teachers are leaving the rural districts. Even those teachers who go there for experience move on rapidly to places offering better salaries and more conveniences. Alabama is from year to year auctioning off four or five thousand rural positions. The time has come when we should stop "back-to-the-farm" oratory and begin to talk business and vote local taxation.

SCHOOL IMPROVEMENT.

The Alabama School Improvement Association is a voluntary organization presided over by our laywomen for the purpose of providing certain conveniences that the schools through their limited financial support are unable otherwise to enjoy. The state organization in a general way outlines the policy and suggests practical methods of work for the county associations. The county association undertakes to unify the work for the county and to create sentiment among the patrons and friends of the school to make them rally to its support. It should not be inferred, however, that the School Improvement Association exists primarily to make money. Its chief claim to the favorable consideration of the public is the effort which it puts forth to bring

about a mutual regard and friendship between the school and the community. No other agency in the State can do more to enthrone the school in the hearts of the people. In 1913-14 the school improvement forces of the State raised and expended \$86,928 to improve conditions in white schools. In the year 1914-15 there was a net increase of \$27,750, raising the amount expended to \$114,678, or an increase of 33 1/3%.

COMMUNITY ORGANIZATION.

Decided stress has been given during the year to community organization in the belief that in no other way will we be able to attain proper physical, economic, social, intellectual and moral conditions. It has seemed best, however, to confine the activities in this field to some specific channel, and for that reason four special days to be observed in every rural school by all the people were set apart and suitable printed matter in bulletin form was prepared and distributed. These days were as follows: Clean Up and School Improvement Day, October 30th; Good Roads Day, January 15th; Health Day, February 12th; Better Farming Day, March 12th.

The results of Clean Up and School Improvement Day were carefully collected and compiled in bulletin form, with copious illustrations. The transformations that took place in many schools in various sections of the State within the short space of a week, indicate that the true spirit of the movement was caught up and made concrete in what was done. Gratifying reports from the work done on the other days also reached the office, and it is a fair conclusion that there has resulted a deepening and intensifying of the mutual respect and esteem of the school and community, giving promise of an enlarged sphere for the school as the

natural and logical agency for the improvement of country life. These special days will be observed again during 1915-16, in the hope that those teachers and those localities that have not yet responded to the opportunity for larger service, will be reached.

STANDARDIZATION OF RURAL SCHOOLS.

It has been the policy of the State to issue standard and superior diplomas to those schools possessing certain superior equipment and doing a high grade of work. The number of calls made upon the department for assistance and for examination became so numerous as to lay a burden upon the department which it could not meet and at the same time fulfill other duties even more important. The presence of the Legislature during the year and the opportunities arising from the laws that were enacted, make it quite apparent that the duty of the department is to bend its energies toward things that are more fundamental. There can be no doubt that many schools under the stimulus of the old plan of standardization have made improvements in their plants that would otherwise have been exceedingly slow in coming about; but the time has come when it seems best—in fact, necessary—to leave such matters to the direction and control of the county authorities. This may mean different standards, but if better conditions result, it will probably work no disadvantage. The standard and superior diplomas will not be issued, therefore, from this department; instead, certain types of consolidated schools will receive official recognition, somewhat as follows:

1. The Class A consolidated high school:

This type of school shall be formed by the union of two or more schools and shall employ a principal and *at least five teachers, three of whom shall give their*

entire time to the work of the elementary grades and three to the work of the high school grades. Each high school teacher shall hold a first grade or life certificate, and each teacher in the elementary grades shall hold not lower than a second grade certificate. The length of the term shall be not less than seven months, and ample provision shall be made for instruction in vocational subjects.

The Class B consolidated high school:

This type of school shall be formed by the union of two or more schools and shall employ a principal and at least three teachers, who shall give instruction in elementary and two high school grades. The principal shall hold a first grade or life certificate, and each assistant shall hold not lower than a second grade certificate. The length of term shall be at least seven months, and suitable provisions shall be made for instruction in vocational subjects.

3. The Class C consolidated school:

This type of school shall be formed by the union of two or more schools and shall be taught by a principal and two assistants. The principal shall hold a first grade or life certificate, and each assistant not lower than a second grade certificate. The length of the term shall be at least seven months, and provision shall be made for instruction in vocational subjects.

4. The Class A consolidated elementary school:

This type of school shall be formed by the union of two or more schools and shall require a principal and two assistants giving their entire time to the seven elementary grades. The principal shall hold a first grade or life certificate, and each assistant shall hold at least a second grade certificate. The length of the term shall be not less than seven months, and suitable provision shall be made for instruction in vocational subjects.

5. The Class B consolidated elementary school:

This type of school shall be formed by the union of two or more schools and shall employ a principal and one assistant giving instruction in the elementary grades. The principal shall hold a first grade or life certificate and the assistant shall hold not lower than a second grade certificate. The term shall be at least seven months and provision shall be made for instruction in vocational subjects.

Plans for definitely recognizing these types of schools are now being prepared and announcement will be made in a bulletin soon to be issued by the department embodying the plans and specifications for rural school buildings and grounds.

COUNTY HIGH SCHOOLS.

The annual appropriation for the maintenance of each county high school is \$3,000. Fifty-six schools have already been located in as many counties, each county having donated not less than five acres of land and having erected a building of not less than \$10,000 in value. The State High School Commission, composed of the Governor, the State Auditor, and the State Superintendent of Education, makes rules and regulations for the government of these schools. During the year now closed, schools were opened in Chilton and Fayette counties, and were located in the counties of Jefferson and Washington. At least two new county high schools, therefore, will open in 1916. At present, fifty-four counties are actually enjoying the benefits of secondary education through the county high as an agency.

The total enrollment of these schools during the year 1914-15 was 5,297, an increase of 301 over the corresponding figures for the preceding year. There was a reduction in the number of pupils enrolled in the seventh grade by 82. The number enrolled in the high

school proper during the year 1914-15 was 4,576, or an increase of 393 over the former year. The decrease in the number of seventh grade pupils, therefore, is more than counterbalanced by the large increase in the number of pupils doing strictly high school work. The county high school will undoubtedly grow more popular from year to year and serve broader interests. The fact that seventh grade pupils are being eliminated indicates that the teachers of the high schools are in a position to give themselves more definitely to the work for which these schools were specifically founded, while at the same time it is fair to conclude that the rural schools of the county under the stimulus of the county seventh grade examination and of community initiative are better equipped to fulfill the function of preparing pupils for high school work.

Gradually, too, the patronage of these schools is enlarging, not only in the number coming from the immediate vicinity in which the school is located, but in the percentage of those coming from a distance. The minimum number of teachers employed in any county high school is three. The fact, therefore, that there has been an increase in the number of teachers by twenty-seven, with a very decided decrease in the number of seventh grade pupils, indicates that a more specialized type of instruction is being given. The introduction of manual training, domestic science and other vocational topics has required teachers fitted for this particular work, and the reports of the high school inspectors, Mr. J. S. Thomas of the University of Alabama, and Mr. J. R. Rutland of the Alabama Polytechnic Institute, show that there has been conspicuous improvement during the year recently closed.

A further evidence of a better grade of instruction and the wider reach of these schools is the fact that the number of graduates in 1915 exceeded the number in 1914 by 174, or approximately 5%.

It was stated in the report of this department a year ago that the educational progress in Alabama is nowhere so evident as in the development of our county high schools. They have proved in a number of cases not only a boon to the ambitious youth of the community, but a distinct aid in enriching rural life. Many of these, however, are not yet enrolling a goodly number of pupils from the open country, because of unfriendly rivalry in the endeavor to secure the location of the school and the lack of vision on the part of the principal and the school officials. The patronage has sometimes been limited to the village or town in which the school is located, but it is pleasing to note that as the school and its activities become better known under the leadership of a principal who has the vision, it reaches out and draws in the boys and girls from the whole county. In a few cases from one-half to three-fourths of the pupils in a school are from farm homes located more than three miles from it.

The task of the county high school is to become a rural high school in fact as well as in name; that is, in the work it does as well as in student body and location. There are some people who do not yet quite sympathize with the new course of study for these schools because of their traditional views and the influence of certain college requirements. There is now and then a solemn head-shaking when the boy who comes from the farm and expects to go back there is asked to study animal husbandry and horticulture instead of Latin and German. These subjects have not been banished for those who must have them for future study and life work; but courses in agriculture, domestic science, economics, hygiene and sanitation, have been arranged for the large number of country boys and girls who will *never go to college, to do their work successfully and*

intelligently and to live efficient lives. This is the ideal toward which all our county high schools are moving and toward which an ever-increasing number each year are happily pointing the way.

AGRICULTURAL SCHOOLS.

The State appropriates \$4,500 annually for the maintenance of an agricultural school in each congressional district. These schools were founded some years before the high school law became operative, and it is but natural to suppose that their field has been somewhat encroached upon by the county high schools. The enrollment in the nine agricultural schools for the year 1913-14 was 1,449, 367 of whom were in the seventh grade, leaving a net enrolment of 1,082 in the agricultural school proper. The corresponding figures for 1914-15 were 1,340 enrolled, 265 of whom were in the preparatory department, leaving a net enrollment in the agricultural school proper of 1075, or a decrease of 7 pupils from the former year. If we analyze these figures, the fact will corroborate the conclusion already stated in connection with the county high schools; namely, that there is a tendency on the part of the rural schools to hold more pupils in the seventh grade, thereby relieving our middle schools of a part of this patronage, while on the other hand there is a relative increase in the percentage of pupils pursuing the work offered in the agricultural schools proper. The one discouraging thing about the agricultural school situation is the fact that there has been a decrease of 25% in the number of graduates. These schools receive a 50% larger appropriation than the county high schools and should be reasonably expected to do a correspondingly broader work. The disposition on the part of some of our legislators to abolish them indicates that they are not

quite so entrenched in the affection of the public as the county high schools. There is a place for these schools in our educational scheme, but they must fill that place, or yield their existence.

NORMAL SCHOOLS.

The six normal schools for white teachers supported by the State are classed as "A" and "B," in the former class belonging the schools at Florence, Jacksonville, Livingston, and Troy, four in number; in the latter, the schools at Daphne and Moundville, two in number. The annual appropriation to each Class A school is \$20,000, and to each Class B school, \$5,000. In the matter of numbers, there has been a slight falling off due to the limitation of the work to the preparation of teachers for elementary schools.

It was announced a year ago that a new course of study limiting the function of these schools to the preparation of teachers for elementary schools had been adopted, and the promiscuous courses of study hitherto offered were being discontinued. During the year now closed, specialists in teacher training work visited these schools from time to time, to assist in interpreting the course of study and in making it effective. Approximately a week was spent at each school in the early fall and a corresponding amount of time in the late spring. Further readjustments have been made in the course of study in the light of these visits and the study of conditions, and it is believed by experts that the course of study offered by the Alabama normal schools is such as to assure suitable preparation of elementary teachers for service in the rural and small town schools of the State.

The work of supervision was entrusted to Dr. John W. Cook, *President of the Western Illinois State Nor-*

mal School, and Dr. J. L. McBrien, Specialist in Teacher Training, United States Bureau of Education.

This limiting the field naturally resulted in a decrease of patronage, showing for the Class A school, a falling off during the year now closed of 110 pupils in the normal school proper, though there was a net increase in the number of graduates of 8. Without a knowledge of the facts, the present conditions might be construed to the prejudice of these institutions; but if they shall continue their activities for the improvement of the teaching force of the State in the same intelligent and enthusiastic way they have made the beginning, the inevitable result will be a permanent and abiding place in public opinion and a well defined sphere of activity in the training of teachers. .

Alabama also maintains one normal school for colored teachers, located at Montgomery, and contributes to the support of two colored normal schools, one at Tuskegee and the other at Normal. There were enrolled in these schools in 1914-15, 3,098 pupils, a decrease of slightly more than 200 over the corresponding figures for the preceding year. This is compensated for somewhat by the fact that the number of graduates increased by 12%.

Quite naturally the desire to render large service has caused the public to measure the support which a State school should receive by the number of students in attendance, and our normal schools have felt this compelling force. For a similar reason, they have given most of their time to what might be designated general education. These schools should not be criticized for rendering such service before the days of the county high school and before departments of secondary education were established at our institutions of higher learning; but under the changed order, they should give and are giving their time to the training of teachers

for elementary schools. Standard equipment for manual and household arts has been installed in all the State normal schools and all students are enrolled in these courses. It is only fair to assume that those graduates under the new scheme who go forth from these four centers to teach the lessons of economy, sanitation, agriculture, rural sociology and allied subjects, will fashion anew the ideals of work and of citizenship for the commonwealth.

Our normal schools have long since learned that it is as essential to have model schools where prospective teachers might try out educational methods and acquire technique and craftsmanship as to have a laboratory for the teaching of science. Those in authority have also agreed that it is good business for a state to provide homes at our normal schools where students can be carefully supervised and cared for comfortably at minimum cost, and more particularly where young ladies, whose parents are unwilling to send them away from home because of uncertainty as to the environment and expense, might be boarded and roomed.

All these schools need additional funds for enlarged service, and now since their work has been limited to the definite task of training elementary teachers, it is to be expected that their extension activities and community service will be such as to win for them a wider usefulness among the rural communities of the State and more money for maintenance and support from the public treasury. It is entirely fitting, therefore, that the public should exercise a suspended judgment in the case of these institutions until the plans which have recently been inaugurated by them have had time to be tested out in an empirical way.

UNIVERSITY, AUBURN, AND MONTEVALLO.

The institutions of higher learning in Alabama, the University, the Polytechnic Institute, and the Girls Technical Institute, have had the most successful years in their history, there being a substantial increase in attendance in every instance. The University of Alabama has for some years maintained a department of education which has had much to do with the training of teachers for the secondary schools of the State. The Polytechnic Institute has established a department of education to further meet the demands for teachers in our higher schools, and similar action has been taken by the Girls Technical Institute. The subject of teacher-training is a very vital one in Alabama and the activities of our institutions of higher learning both in term time and through their summer sessions, show that they are responsive to the new demands.

SCHOOL LIBRARIES.

By statutory provision each county in the State has placed to its credit each year the sum of \$100 for aiding in the establishment of ten libraries in that county. In addition, the unused balance from the preceding year is reapportioned equally to the counties. The condition was such in 1914-15 that 19 schools in any county in Alabama might have received State aid, providing the community raised the \$10.00 and the county board of revenue, or other governing body, donated an additional \$10.00. It is to be regretted that only 323 schools were aided during the year, 16 counties failing to avail themselves of any aid whatsoever. The total number of libraries available was 1,273; the total number actually established, 323, or approximately 25%. Three counties, Bibb, Jefferson, and Tuscaloosa,

are on the honor roll, having secured every available library since the law became effective. During the year 1915-16, 24 libraries will be the possible maximum for any county in the State. Perhaps the financial depression explains somewhat the decline in the number of schools receiving aid. We shall fail to do our duty in 1915-16 unless many more schools avail themselves of the State's bounty in providing good literature for the children.

ERECTION AND REPAIR OF RURAL SCHOOLHOUSES.

Under the original rural schoolhouse law, any school in any county raising \$200 might, if the application was approved and the necessary conditions complied with, receive an amount not to exceed \$200 from the State treasury, either for erection or repair. Under the stimulus of this law, 247 houses were repaired in 1914-15 at a cost to the State of \$35,167, and 180 new buildings were erected at a cost of \$35,079. The present year should show much more satisfactory results, however, from the fact that twice the former annual appropriation is made available under the new law, and the maximum amount for erection is \$1,000, and for repairing, \$200, and for the further reason that aid may be had for equipment.

BETTER SUPERVISION.

Continuing a policy begun some years since, the General Education Board pays the salaries and expenses of two rural school agents, one for white and one for negro schools, who work out from the Department of Education and give their entire time to the promotion of the interests of the rural schools. During the year closing, these agents have given much of their time and effort in aiding to bring about the favorable consid-

eration of legislation looking toward the redirection and enlargement of the function of the school in the country. Their activities, however, have been in no sense political, but for the sole purpose of seeing that the proper light was thrown upon the measures which were being advocated for the improvement of our rural schools. In their work of creating a public sentiment favorable to legislation, they have had the approval of the General Education Board and of thoughtful men and women in the State.

Aside from the work done in acquainting the legislators and the general public with the spirit and purpose of the proposed bills, Mr. Hobdy, the rural school agent for white schools, has visited many of the counties of the State in the interest of the consolidation of schools and in the creation of an ideal in the minds of the people looking toward the three-teacher school as the minimum for efficient service in the life of the community today. It is too early at this time to say just how rapidly the sentiment will grow, but the fact that here and there a country place has caught the vision and has erected a new type of school and secured a new kind of teaching force, promises at least ultimate success.

Perhaps Mr. Hobdy's most effective work has been in connection with the illiteracy campaign inaugurated last summer. He visited those counties in the State in which active work was being done, investigating conditions firsthand and reporting minutely his findings. Numerous pictures of old folks who were actually in school, including school trustees, preachers, Sunday school superintendents, and other more or less conspicuous persons in the community who had learned to read and write through the agency of the adult school, were gathered by him. These were enlarged and presented by Mrs. E. D. Thames, the field agent of the Illiteracy

Commission, and Mr. Hobdy himself through the aid of the stereopticon, in practically every teachers' institute held in the State during the recent summer. His report of what was being done in Dale county was put in printed form and given wide circulation, and the healthy condition of this movement today and the very favorable consideration it has received at the hands of the public owe much to his efforts.

Other activities which he has encouraged are the seventh grade examination and the extension work of the school. The former movement, inaugurated three years since when ten counties participated, has grown phenomenally, fifty-three counties having responded during the year now closed. Under this plan uniform examinations for the public schools of the county on the subject of arithmetic, language, geography, history, physiology, and spelling, are prepared by three or four of the most prominent county teachers. Several members of the committee prepare the questions and turn them over to the county superintendent who sends them under seal to the persons authorized to conduct the examinations in the several centers in the county. The teachers in charge are usually those who are disinterested, and absolute fairness is aimed at. After the conclusion of the examination, the papers are returned under seal to the county superintendent who distributes them to the members of the examining committee, giving to each one the papers upon the subject for which he prepared the questions. The examinations are usually held near the close of the rural school term in the spring, and those who pass meet at the county high school during the regular commencement exercises and receive their diplomas in a formal way.

Numerous requests have been made of the Department of Education to prepare uniform questions and *grade the papers, but this is impracticable because of*

the radically divergent conditions and standards in different counties and the lack of an adequate force to do the work that would be required. It has seemed best, therefore, to leave the entire management and control with the individual counties.

The fact that 4,625 pupils took the examinations in 1914-15 and that 2,038 were successful in passing them, is evidence that the increasing usefulness and reach of our secondary schools owe much to the opportunity which the seventh grade examination affords pupils to visit the county high schools under favorable conditions. These pupils acquire an appetite for high school advantages which influences a goodly percentage of them to enroll as regular pupils in the fall.

The activities of the rural school agent for negro schools, Mr. James L. Sibley, have differed somewhat from those of the rural school agent for white schools. He has stimulated the employment of supervising industrial teachers through the aid of the Jeanes' fund, the number of counties so employing during the present year growing from 11 to 19, and with 22 teachers. The gratifying feature is the growing disposition on the part of the counties to pay a portion of the salaries of those employed. The total amount spent for supervision under the above plan was \$8,690. The supervisors reported 3,033 visits to 650 schools, and raised \$20,173 for the improvement of school buildings and for supplementing the salaries of teachers. Encouragement has also been given to the erection of school buildings through the aid of the Rosenwald Fund, administered through the Extension Department of the Tuskegee Institute. Seventy-nine new school buildings have been erected in Alabama at an average cost of a trifle more than \$1,000 each, practically half of the funds having been raised by the negroes themselves. *A part of the time of the rural school agent has been*

given to the stimulation and direction of these enterprises.

Still another line of work promoted by Mr. Sibley has been the establishment of county training schools, three having been set up during the year, located in Pickens, Lowndes and Mobile counties. The plans are uniform, the building in each case costing approximately \$2,500 and situated upon from five to ten acres of land. It is hoped that through the training offered in these schools a suitable negro teaching force for the county may be prepared and that training adapted to the needs of negroes in rural communities may be given.

Homemakers' Clubs were also encouraged in 23 counties, with 25 agents in the field. These agents report 2,703 visits with 1,182 demonstrations, and an enrollment of 5,711 girls and 3,408 mothers. The total number of quarts of fruits and vegetables put up by them was 263,943. The exhibits in the various counties attracted a great deal of attention and gave emphasis to the slogan "Alabama must feed herself."

The most hopeful feature about the outlook of the negro schools in the State is that those who are giving money from the outside are making use of local channels and agencies, thereby securing the right response and attitude on the part of the negroes themselves and helpful co-operation and sympathy on the part of our own native white population.

The liberality of the General Education Board in making possible the services of the rural school agents, merits the sincere appreciation of the good people of the State.

COUNTY SUPERVISION.

The beneficial effects of the law authorizing the county *superintendent to be employed* for full time and the

further provision authorizing the employment of assistants to the county superintendent in the work of supervision, are even more convincing than they were a year ago. There are still a few county superintendents who have not responded to the needs of the schools under their charge, but it is an encouraging thing that those superintendents who have failed to visit have been only those who have preferred to remain on the percentage basis and have engaged in other remunerative work. It is a safe prediction, however, that when the new law empowering the county board of education to select the county superintendent becomes operative, the supervision of our country schools will be much more satisfactory. This will appear from the following statistics:

Number of Visits by County Superintendents.

Year.	White Schools.	Colored Schools.	Total.
1910-11	3,121	397	3,518
1914-15	7,292	1,674	8,966

It will be readily seen that the number of visits within the short space of four years has increased more than 100%, and what is equally as encouraging, these latter figures represent a substantial increase amounting to 12% for white schools and 25% for the colored schools, over the figures of the preceding year.

NUMBER OF SCHOOLS.

The number of schools taught this year for white decreased from 4,727 for the preceding year to 4,700, a negligible quantity, except for the fact that it probably shows a very slight trend toward consolidation. For the negro schools, there has been an increase for the same period of 24 schools.

THE STORY OF A DECADE.

There is no better index and probably no more hopeful sign of the progress Alabama is making educationally than a comparison of the figures of ten years ago with those of the present year. At that time—that is, in 1904-05—the State paid for the maintenance of public schools \$1,039,881.40, or less than half as much as the figures for 1914-15. The agricultural schools were receiving at the former date \$22,500 annually for maintenance, against \$40,500 in 1914-15. There were no county high schools in 1904-05, but in 1908-09 when they were established, the annual State appropriation was \$44,000 as against \$162,500 for 1914-15. The four Class A normal schools ten years ago were receiving \$10,000 each, and the Class B normal schools had not been created. Ten years later each Class A normal school was receiving \$20,000, or 100% more than at the preceding date, and the two Class B normal schools were receiving \$5,000 each. The Alabama Girls Technical Institute was receiving an annual maintenance appropriation of \$25,000 in 1904-05, as compared with \$54,397.68 in 1914-15. The Alabama Polytechnic Institute at the former date was receiving for maintenance \$62,569.85, as compared with \$88,180 in 1914-15. The University of Alabama was receiving at the former date \$41,000 for maintenance, as compared with \$86,000 in 1913-14.* Corresponding increases in the maintenance funds for Montgomery Normal School and the A. & M. College for Negroes have also been made, the only institution in the State receiving no increase being Tuskegee Institute. In general terms, therefore, it will be seen that there has been on the average something

*The figures for 1914-15 are not given for the reason that special appropriations were released during the year by the Governor, thereby making the total unfair as a basis of comparison.

like 100% increase in the funds given by the State for the support of public education.

A still more interesting basis of comparison, however, may be had from other educational statistics. In 1904-05 there were 374,559 white children of school age in Alabama; in 1914-15 this number had grown to 432,551. The enrollment at the former date totaled 221,976, and in 1914-15, 312,490. During the same period, the length of the school term has grown from 118 to 132 days; the number of schools taught has increased from 4,293 to 4,700; the number of teachers employed from 4,682 to 7,753; the value of schoolhouses and sites, including equipment, from \$2,981,121 to \$7,128,418. The annual salaries of white teachers in 1904 amounted to \$920,055 as against \$3,046,484 in 1915. The per capita from State funds in 1904 was \$1.27; in 1914-15, \$2.75.

The constitutional one-mill tax has been voted by 46 counties, 21 counties having failed to take favorable action, up to the present, as follows: Barbour, Bullock, Cherokee, Colbert, Covington, Dallas, DeKalb, Geneva, Greene, Hale, Henry, Lee, Limestone, Lowndes, Marion, Montgomery, Perry, Pike, Russell, Sumter, and Wilcox.

Those of us who have been disposed, therefore, to be dissatisfied with the educational progress in the State from year to year because of its relatively small improvement, will, in the light of the comparison above, realize that educational conditions and the educational outlook in Alabama are more hopeful and more progressive than we have probably thought.

PRIVATE AND DENOMINATIONAL SCHOOLS.

It is to be borne in mind that because of the unusual financial depression prevailing throughout the year, a

decrease in statistics was to be expected. This, of course, would naturally fall a little more heavily upon private and denominational schools for the reason that they are compelled to collect a tuition fee for the partial maintenance of their institutions. The data gathered from the reports of these schools, therefore, should be interpreted in the light of the unusual stress and strain, and with such an interpretation the progress for 1914-15 is altogether satisfactory. The number of pupils enrolled in the white schools grew from 8,318 to 8,842, an increase of 524, or more than 6%. In the white schools 581 teachers were employed, an increase to the number of 37, or 6% over the preceding year. In the colored schools 8,435 pupils were enrolled, as against 9,552 for the preceding year, a decrease of 1,117 pupils. The number of teachers, however, shows a slight increase; namely, from 361 in 1913-14 to 365 in 1914-15. The number of boarding pupils enrolled in the white schools was 3,009, or a decrease of 38 over the corresponding figures for the preceding year, while the number of day pupils increased from 5,271 to 5,833, or 562 pupils. The number of boarding pupils in colored schools totaled 1,495, or a decrease of 364 over the preceding year, while the number of day pupils was 6,940, or 753 less than the year before. The considerable falling off both in the enrollment and in the number of boarding pupils in colored schools is doubtless to be explained by the extra hardships which negroes as a rule have to endure in times of financial depression.

The distribution of the 8,842 pupils enrolled in the white schools for the year was as follows:

In elementary grades	4,834
In secondary grades	2,839
<i>In collegiate department</i>	1,169

The corresponding figures for the 8,435 pupils enrolled in the negro schools were:

In elementary grades	6,886
In secondary grades	1,386
In collegiate department	163

It will be observed that there was a uniform increase in enrollment in every grade of school except in the elementary departments of the negro schools. This again can be accounted for by the character of the times. The number of graduates for whites was 452, an increase of 21 over the preceding year. The number of graduates in the negro schools was 248, a decrease of 12 over the preceding year.

In the matter of building and equipment for both classes of schools, the total grew from \$4,292,691 in 1913-14 to \$4,475,595 in 1914-15, doubtless due to the operation of the law requiring these schools to make reports. The expenditures during the same period grew from \$773,238 to \$808,907, or an increase of \$75,669.

The private school meets a distinct need and will always have a rightful place in our educational scheme because of the varying capacities of pupils and our different ideals about the function and purpose of training. In the light of the figures set out elsewhere in this report, it will be perfectly clear to any one who will take the trouble to investigate, that the increasing patronage, the enlarging maintenance and the permanent holdings of these institutions make possible a grade of work highly acceptable to those who patronize and support them, and they certainly deserve the congratulations and good wishes of those who appreciate liberal culture.

CERTIFICATION OF TEACHERS.

In order to guard the gateway to the teaching profession in Alabama, a State Board of Examiners is constituted under the law, consisting of the State superintendent of education as ex officio president, and two appointive members, one of whom is secretary of the board. Uniform examinations are held in every county of the State three times each year. The questions for the examinations are prepared by the Board of Examiners on the several topics comprehended, and sent under seal to the county superintendents of education, who hold the examinations in their respective counties. Each teacher taking the examination must present certain credentials and pay a modest fee, which goes to defray the expenses incurred in making the law effective. The examination papers are returned under seal to the State Board of Examiners for grading and certifying. A card system of records of certified teachers is kept on file in this office for the information of the school authorities of the State. During the year 1914-15, 10,400 white teachers made application, and 4,569 certificates were issued, as follows:

Life	223
First grade	496
Second grade	1,382
Third grade	2,468

In other words,, 56% of those applying, or 5,831, were rejected. For colored teachers the number applying was 2,924, of whom 1,378 were granted certificates, as follows:

Life	None
First grade	2

Second grade	193
Third grade	1,183

In other words 53% of the number applying, or 1,546, were rejected.

The receipts from fees paid by those applying for teachers' certificates amounted to \$17,276.17, while the disbursement totaled \$14,152.58, leaving a net income in the State treasury for the year of \$3,123.59.

The State Board of Examiners is also authorized to grant certificates to the graduates of the Class A normal schools of Alabama and to the graduates of other institutions of higher learning within and without the State that have pursued a four-year college course based upon a four-year high school course of study, and in addition, completed a certain number of hours of professional work under certain regulations adopted by the board. The certificates issued in other states which have requirements at least as exacting as those in Alabama, may also be validated for their unexpired terms by the State Board of Examiners, under the rules and regulations prepared by the board. There is a further provision in the law which permits the extension of any grade of certificate for a term of one year, provided the applicant attends an institution of higher learning recognized by the Board of Examiners, and pursues at least a six-weeks' course of professional study. The work must be done during the twelve months preceding the date of the expiration of the certificate. Inasmuch as this law became effective in the early spring, there is no basis of comparison, but we may get some idea of the way the law is to be received from the following facts:

At the July examination 197 teachers' certificates were extended for a term of one year, and 14 certificates issued by other states were validated. Of the first

grade certificates issued in July, 1915, totaling 367, there were 185 issued for the successful completion of the uniform State examination, while 182, or practically 50%, were issued as a result of graduation and the presentation of the necessary credentials. Of those receiving first grade certificates, all were white except two, and no negro was granted a certificate upon the basis of graduation. These figures, though covering only one examination, show that there is a marked trend toward a professional emphasis on teaching which must be attributed, in the main, to the enactment of the law conferring additional power on the State Board of Examiners. It is likewise obvious that the enlarged plan of certificating teachers will effectually weed out from the ranks of the teachers of the State the educationally unfit and raise the scholarship standard of the profession, as well as stimulate those already holding third grade certificates and second grade certificates to secure those of higher grade.

ALABAMA EDUCATIONAL ASSOCIATION.

The best indicator of the educational temper of the State is the Alabama Educational Association, a voluntary organization which enrolls every year some two thousand teachers, the cream of the profession, the leaders who make the issue and mold public sentiment of the State as no other body can. It is the policy of the executive committee of this association to arrange the annual program and decide definitely upon one or two general line movements for education during the year. The most unsophisticated layman can attend the association or even read the proceedings and learn exactly what the education outlook in Alabama is. It is a significant thing, therefore, that at the 1914-15 session the major emphasis of the meeting was illiteracy.

Mrs. Cora Wilson Stewart of Kentucky, the Commissioner of Education, Hon. P. P. Claxton of Washington, D. C., and others made patriotic utterances and called upon the teachers of the State to enlist as volunteers in the campaign to exterminate illiteracy in Alabama by 1920. The slogan, "Illiteracy in Alabama—Let's Remove It," was officially adopted and the call to service was sounded. This campaign has begun in earnest and there will be no let-up until the victory over gross ignorance shall have been won and all persons of Alabama ten years of age and over, can read and write.

THE COMING YEAR.

The Legislature has made it necessary to amend somewhat our program for the coming year. We are to determine whether or not the sovereign people of Alabama shall have the right to vote a local tax on property for the education of all the children of all the people. Failure to adopt the amendment would be disastrous. The public must be educated to the obligations of the hour, and only by a state-wide campaign shall we be able to win for our children equality and liberality of educational opportunity.

Linked up close with the local tax amendment and scarcely less important in its import, is the creation of a public sentiment that will demand and get a county board of education composed of those who are big enough and statesmanlike enough to administer the educational business of the county in a big way. It is no reflection upon those who have heretofore served in the capacity of county board members to say that a much higher type of skill will be required in the future, of those who are to be chosen for such a position. In order that the county superintendent of education may do what the law contemplates that he shall do; name-

ly, supervise the schools and give his time to educational affairs requiring expert professional attention, he must be relieved of the tedium and the responsibility for raising, apportioning and disbursing money. Furthermore, since he is a creature of the board and the board is directly responsible to the people by whom they were elected, it is manifest that only those should be chosen who in their business life and affairs have shown that they have that degree of wisdom and experience, financial and otherwise, that will enable them to manage the schools of the county in the most businesslike and progressive way possible.

Heretofore, the county superintendent of education being a member of the board itself, has been compelled to give a major portion of his time to the business side of the work at the expense of the professional side, and the members of the board were relieved of additional responsibility, because certain powers were conferred upon district trustees. In the future, however, the sole responsibility for the management and control of the schools of the county will devolve upon the county board of education, and the influence of the department will be brought to bear to secure persons of the biggest possible caliber to serve as county board members. This is in keeping with the views of authorities on school administration who, without exception, hold that the county superintendent of education should be a supervisor of schools and that the county board of education should be wholly responsible for the business conduct of the school affairs of the county.

Rumors are current that some county superintendents who are overanxious about their re-election, are already essaying to prepare a "slate" that will assure their own retention in office, and there seems to be a companion desire on the part of a few teachers to seek *membership on the county board*. It is hoped, however,

that the thoughtful and patriotic citizens of the county will see to it that those who attempt to play politics at the expense of the best interests of the schools, shall receive the just disapproval—rather rebuke—they merit, when the time of election comes around.

The coming year is a crisis in the educational history of the State. There are other things that will call for direction and support, but local taxation and county administration of schools are far and away the biggest pieces of constructive work that can engage us in 1915-16. Fortunately, both of these undertakings fit admirably into the scheme for the removal of adult illiteracy and will of necessity be reinforced by the appreciation, patriotism and devotion of all those who look with favor upon a movement that has no other purpose than to make all men a little better and to train them for a little nobler service.

In closing this report, therefore, I wish to thank you as Chief Executive of the State for the dignified, sympathetic and liberal-minded attitude you have assumed with reference to the educational situation in Alabama, and may I presume through you to call upon every loyal-minded true-hearted citizen of the State to federate for the gigantic struggle which we must wage if we are to realize in a large way upon the educational prospect that is now about to open up before us.

Respectfully submitted,

A handwritten signature in cursive script, reading "Wm. J. Hagin". The signature is written in dark ink and is positioned above the title "Superintendent of Education".

Superintendent of Education.

EDUCATION DIRECTORY OF ALABAMA

STATE DEPARTMENT OF EDUCATION.

Wm. F. Feagin.....	Superintendent of Education
Spright Dowell.....	Chief Clerk
J. B. Hobdy.....	Rural School Agent
J. L. Sibley.....	Rural School Agent
J. S. Thomas.....	High School Inspector
J. R. Rutland.....	High School Inspector
Jas. N. Gunnels.....	Bookkeeper
S. H. Moriarty.....	Bookkeeper
Miss Adeline Klinge.....	Stenographer
Miss Sadie Alexander.....	Stenographer
Mrs. Ruby D. Franson.....	Stenographer

STATE BOARD OF EXAMINERS.

Wm. F. Feagin.....	President
P. W. Hodges.....	Secretary
Miss Clara Pitts.....	
Miss Jeretta Taylor.....	Stenographer

STATE INSTITUTIONS.

University of Alabama, Tuscaloosa.....	Geo. H. Denny, President
Alabama Polytechnic Institute, Auburn.....	C. C. Thach, President
Ala. Girls Technical Institute, Montevallo.....	Thos. W. Palmer, Pres.
Institute for Deaf, Dumb, and Blind, Talladega.....	F. H. Manning, Supt.
State Normal, Florence.....	H. J. Willingham, President
State Normal, Florence.....	Turner Rice, Treasurer
State Normal, Jacksonville.....	C. W. Daugette, President
State Normal, Jacksonville.....	H. H. Montgomery, Treasurer
State Normal, Troy.....	E. M. Shackelford, President
State Normal, Troy.....	Key Murphree, Treasurer
State Normal, Livingston.....	G. W. Brock, President

State Normal, Livingston-----	W. S. Nichols, Treasurer
State Normal, Daphne-----	B. B. Baker, President
State Normal, Daphne-----	A. C. Tonsmeire, Treasurer
State Normal, Moundville-----	G. A. Young, President
State Normal, Moundville-----	R. L. Griffin, Treasurer
State Normal, Montgomery (for negroes)---	W. B. Paterson, President
State Normal, Montgomery (for negroes)----	J. Kirk Jackson, Treas.
State Normal, Normal (for negroes)---	Walter Buchanan, President
State Normal, Normal (for negroes)---	David A. Grayson, Treasurer
State Normal, Tuskegee (for negroes)---	Booker T. Washington, Pres.
State Normal, Tuskegee (for negroes)---	W. W. Campbell, Treasurer

DISTRICT AGRICULTURAL SCHOOLS.

SPRIGHT DOWELL, Secretary-Treasurer.

First District—Jackson-----	J. J. Moore, President
Second District—Evergreen-----	W. C. Blasingame, President
Third District—Abbeville-----	D. W. McLean, President
Fourth District—Sylacauga-----	J. E. Cheatham, President
Fifth District—Wetumpka-----	J. M. Crowell, President
Sixth District—Hamilton-----	H. O. Sargent, President
Seventh District—Albertville-----	S. L. Gipson, President
Eighth District—Athens-----	J. M. Atkinson, President
Ninth District—Blountsville-----	W. B. Farrar, President
Northeast Alabama Agricultural and Industrial Institute—Line- ville-----	Brandt La Boon, Superintendent

COUNTY HIGH SCHOOL COMMISSION.

Governor Emmet O'Neal-----	Chairman
Superintendent Wm. F. Feagin-----	Secretary
State Auditor, C. Brooks Smith	

**COUNTY SUPERINTENDENTS—FOR TERM BEGINNING OCTOBER 1, 1913, AND ENDING
OCTOBER 1, 1917.**

COUNTY.	SUPERINTENDENT.	Post OFFICE.	Ex. OFFICE.
Autauga -----	L. E. Byrum-----	Jones -----	Jones.
Baldwin -----	Jos. S. Lambert-----	Bay Minette -----	Bay Minette.
Barbour -----	J. T. Searcy-----	Clayton -----	Clayton.
Bibb -----	A. W. Hayes-----	Centerville -----	Centerville.
Blount -----	John Weston-----	Cleveland, R. 1 -----	Oneonta.
Bullock -----	George R. Hall-----	James -----	Midway.
Butler -----	C. H. Lewis-----	Greenville -----	Greenville.
Calhoun -----	H. T. Persons-----	Anniston -----	Anniston.
Chambers -----	G. M. Barnett-----	LaFayette -----	LaFayette.
Cherokee -----	John H. Blair-----	Center -----	Leesburg.
Chilton -----	W. T. Bean-----	Clanton -----	Clanton.
Choctaw -----	W. J. Dansby-----	Butler -----	West Butler.
Clarke -----	T. L. Head, Jr.-----	Grove Hill -----	Whatley.
Clay -----	W. T. Harwell-----	Ashland -----	Ashland.
Cleburne -----	G. B. Boman-----	Heflin -----	Heflin.
Coffee -----	C. H. Byrd-----	Enterprise -----	Enterprise.
Colbert -----	Joe Walker-----	Tuscumbia -----	Tuscumbia.
Conecuh -----	R. E. L. Key-----	Evergreen -----	Evergreen.
Coosa -----	Jef Sox -----	Rockford, R. F. D. No. 2 -----	Kellyton.
Covington -----	Hiram J. Brogden-----	Andalusia -----	Andalusia.

COUNTY SUPERINTENDENTS—Continued.

COUNTY.	SUPERINTENDENT.	POST OFFICE.	EX. OFFICE.
Crenshaw -----	Thos. A. Capps-----	Luverne -----	Luverne.
Cullman -----	D. V. Smith-----	Cullman -----	Cullman.
Dale -----	Robt. Lee Marchman-----	Pinckard -----	Pinckard.
Dallas -----	D. M. Callaway-----	Selma -----	Selma.
DeKalb -----	J. Valdor Curtis-----	Fort Payne -----	Fort Payne.
Elmore -----	G. H. Howard-----	Wetumpka -----	Wetumpka.
Escambia -----	W. S. Neal-----	Brewton -----	Brewton.
Etowah -----	S. C. McDaniel-----	Gadsden -----	Gadsden.
Fayette -----	Alex. Smith-----	Fayette -----	Fayette.
Franklin -----	T. H. Roberson-----	Russellville -----	Russellville.
Geneva -----	J. W. Steely-----	Hartford -----	Hartford.
Greene -----	W. P. Archibald-----	Knoxville -----	Eutaw.
Hale -----	G. N. Williams-----	Greensboro -----	Greensboro.
Henry -----	E. C. Glover-----	Abbeville -----	Abbeville.
Houston -----	John M. Odom-----	Dothan -----	Dothan.
Jackson -----	C. S. Brewton-----	Scottsboro -----	Scottsboro.
Jefferson -----	P. M. McNeill-----	Birmingham -----	Birmingham.
Lamar -----	E. R. Harris-----	Vernon -----	Nulligent.
Lauderdale -----	D. O. Warren-----	Florence -----	Florence.
Lawrence -----	W. S. Dill-----	Moulton -----	Hillsboro.
Lee -----	J. A. Albright-----	Opelika -----	Opelika.
Limestone -----	M. K. Clements-----	Athens -----	Athens.

Lowndes	H. R. Williamson	Hayneville	Hayneville, via Tyson
Macon	W. B. Riley	Tuskegee	Tuskegee.
Madison	S. R. Butler	Huntsville	Huntsville.
Marengo	B. F. Gilder	Linden	Linden.
Marion	H. W. McKenzie	Hamilton	Guin.
Marshall	R. Lee Barnes	Guntersville	Guntersville.
Mobile	S. S. Murphy	Mobile	Mobile.
Monroe	J. A. Barnes	Roy	Repton.
Montgomery	G. W. Covington	Montgomery	Montgomery.
Morgan	J. C. Tidwell	New Decatur	New Decatur.
Perry	Chas. C. Johnson	Marion	Marion.
Pickens	J. W. Dowdle	Carrollton	Carrollton.
Pike	J. M. Sanders	Troy	Troy.
Randolph	J. N. Word	Wedowee	Roanoke.
Russell	Frank M. deGraffenried	Seale	Seale.
Shelby	Samuel P. Williamson	Sterrett, Route No. 1	Columbiana.
St. Clair	Perkins McClendon	Ashville	Whitney.
Sumter	R. B. Callaway	Livingston	Livingston.
Talladega	M. T. Linder	Talladega	Talladega.
Tallapoosa	G. L. Bell	Dadeville	Dadeville.
Tuscaloosa	Perry B. Hughes	Tuscaloosa	Tuscaloosa.
Walker	A. S. Scott	Jasper	Jasper.
Washington	W. S. Pearce	Koenton	Millry.
Wilcox	Will M. Cook	Camden	Camden.
Winston	J. M. Burns	Double Springs, Route 1	Lynn.

COUNTY HIGH SCHOOLS.

COUNTY.	PRINCIPAL.	TREASURER.	P. O. OF PRIN. AND TREAS.
Autauga -----	H. T. Wallace-----	C. E. Thomas-----	Prattville.
Barbour -----	A. C. Anderson-----	A. C. Dillard-----	Clio.
Bibb -----	J. W. Watson-----	J. P. Suttle-----	Centerville.
Blount -----	T. C. Moore-----	A. A. Fendley-----	Oneonta.
Calhoun -----	R. S. King-----	D. C. Cooper-----	Oxford.
Chambers -----	J. D. Pepper-----	J. L. Denny-----	Milltown.
Cherokee -----	J. A. Johnson-----	Joe W. Baker-----	Center.
Choctaw -----	Zack Rogers-----	J. P. Kelly-----	Butler.
Clarke -----	M. L. Orr-----	L. R. Tucker-----	Grove Hill.
Clay -----	J. F. Knight-----	B. W. Pruet-----	Ashland.
Cleburne -----	Jas. K. Hunt-----	W. G. Porter-----	Heflin.
Coffee -----	W. I. Pittman-----	V. O. Warren-----	Enterprise.
Colbert -----	C. V. Thompson-----	Thos. Lile-----	Leighton.
Conecuh -----	Sarah E. Luther-----	J. W. Thurmond-----	Castleberry.
Coosa -----	A. R. Jones-----	E. V. Jones-----	Rockford.
Covington -----	H. A. Pettus, Jr.-----	J. T. Hughes-----	Floral.
Cullman -----	W. L. Hicks-----	Fred J. Buchmann-----	Cullman.
Dale -----	L. K. Benson-----	H. O. Dowling-----	Ozark.
Dallas -----	J. L. Moulder-----	J. E. Barnes-----	Plantersville.
DeKalb -----	N. J. Callan-----	J. G. Bohling-----	Ft. Payne.

Elmore	J. J. Yarbrough	O. D. Farrow	Eclectic.
Escambia	C. A. Peavy	E. F. Goldsmith	Atmore.
Etowah	J. R. Kimbrough	Lamar Smith	Attalla.
Franklin	E. T. Bolding	Foster Gavin	Russellville.
Geneva	B. H. Boyd	D. S. Folsom	Hartford.
Henry	W. S. Sconyers	T. A. West	Headland.
Houston	C. W. Johnson	L. W. Armstrong	Columbia.
Jackson	R. P. Wills	O. C. Hackworth	Scottsboro.
Lamar	E. L. Williamson	W. B. Clearman	Vernon.
Lauderdale	W. L. Davis	Ira H. Bedingfield	Rogersville.
Lawrence	Earl M. Hodson	L. B. Cropper	Moulton.
Lee	I. T. Quinn	W. D. Martin	Auburn.
Limestone	E. B. Baxter	J. O. Holt	Elkmont.
Lowndes	E. H. Turner	W. L. Stevens	Ft. Deposit.
Macon	H. C. McDonald	A. M. Cameron	Notasulga.
Madison	W. T. Stevens	E. B. Shoemaker	Gurley.
Marengo	J. L. Gibson	Ernest M. Moseley	Thomaston.
Marion	J. B. Clark	R. R. Wright	Guin.
Marshall	Oscar Horton	D. Isbell	Guntersville.
Monroe	Geo. A. Harris	Jas. A. Lazenby	Monroeville.
Morgan	J. H. Riddle	Pierce Patillo	Hartselle.
Perry	J. A. York	D. K. Mason	Marion.
Pickens	J. E. Hendley	E. M. Stringfellow	Reform.
Pike	S. B. Gibson	J. T. Ramage	Brundidge.
Randolph	R. L. Burks	J. H. Kaylor	Wedowee.

COUNTY HIGH SCHOOLS—Continued.

COUNTY.	PRINCIPAL.	TREASURER.	P. O. OF PRIN. AND TREAS.
Shelby -----	Lycurgus Leftwich -----	A. P. Longshore, Jr. -----	Columbiana
St. Clair -----	J. O. Sturdivant -----	W. C. Watson -----	Odenville.
Sumter -----	W. F. Osborn -----	J. H. Coleman -----	York.
Talladega -----	J. A. Morgan -----	Leon U. Dickinson -----	Lincoln.
Tallapoosa -----	J. A. Parrish -----	C. M. Corprew -----	Dadeville.
Walker -----	J. Alex Moore -----	A. S. Preston -----	Jasper.
Wilcox -----	Claude Hardy -----	W. J. Bonner -----	Camden.
Winston -----	I. J. Howell -----	Thomas M. Blake -----	Double Springs.

**COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS ELECTED
FOR THE YEAR BEGINNING OCTOBER 1, 1914.**

COUNTY.	NAME.	Post Office.
Autauga	C. E. Thomas	Prattville.
Baldwin	W. D. Stapleton	Bay Minette.
Barbour	Geo. A. Johnston	Clayton.
Bibb	L. Melton	Centerville.
Blount	J. C. Nation	Oneonta.
Bullock	A. H. Keller	Union Springs.
Butler	Park Smith	Greenville.
Calhoun	J. T. Gardner, Jr.	Anniston.
Chambers	Q. P. Siler	LaFayette.
Cherokee	W. R. Westbrook	Cedar Bluff.
Chilton	Dr. E. A. Matthews	Clanton.
Choctaw	J. P. Kelly	Butler.
Clarke	J. G. Cunningham	Thomasville.
Clay	B. W. Pruet	Ashland.
Cleburne	J. M. Atkins	Heflin.
Coffee	J. E. Jones	New Brockton.
Colbert	John E. Delony	Tuscumbia.
Conecuh	Arthur Cunningham	Evergreen.
Coosa	E. L. Boyette	Rockford.
Covington	T. E. Henderson	Opp.
Crenshaw	J. T. Ivey	Luverne.
Cullman	Joseph Spitznagel	Cullman.
Dale	D. G. Munn	Ozark.
Dallas	Jas. W. Craig	Selma.
DeKalb	Dr. J. B. Haralson	Ft. Payne.
Elmore	A. Hohenberg	Wetumpka.
Escambia	E. F. Goldsmith	Atmore.
Etowah	J. B. Wadsworth	Gadsden.
Fayette	A. M. Grimsley	Fayette.
Franklin	Foster Gavin	Russellville.
Geneva	Josef V. Harrison	Hartford.
Greene	E. A. Archibald	Eutaw.
Hale	L. J. Lawson, Jr.	Greensboro.
Henry	Robert Newman	Abbeville.
Houston	G. H. Malone	Dothan.
Jackson	O. C. Hackworth	Scottsboro.

COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS—*Continued.*

COUNTY.	NAME.	POST OFFICE.
Jefferson-----	Edward B. Crawford-----	Birmingham.
Lamar-----	S. G. Kennedy-----	Vernon.
Lauderdale-----	H. C. Gilbert-----	Florence.
Lawrence-----	L. B. Cropper-----	Moulton.
Lee-----	Warren S. Harris-----	Opelika.
Limestone-----	Clinton D. Glaze-----	Athens.
Lowndes-----	L. A. Easterly-----	Hayneville.
Macon-----	W. W. Campbell-----	Tuskegee.
Madison-----	Robert Murphree-----	Huntsville.
Marengo-----	C. C. Pritchett-----	Thomaston.
Marion-----	W. I. Springer-----	Hamilton.
Marshall-----	S. A. Bradford-----	Guntersville.
Mobile-----	S. S. Murphy-----	Mobile.
Monroe-----	R. L. Coxwell-----	Monroeville.
Montgomery-----	Henry T. Bartlett-----	Montgomery.
Morgan-----	Arthur Stephenson-----	Hartselle.
Perry-----	D. K. Mason-----	Marion.
Pickens-----	A. H. Dabbs-----	Carrollton.
Pike-----	L. M. Bashinsky-----	Troy.
Randolph-----	Dr. J. C. Swann-----	Wedowee.
Russell-----	T. W. Anderson-----	Seale.
Shelby-----	W. L. Christian-----	Columbiana.
St. Clair-----	Sam R. High-----	Ashville.
Sumter-----	T. M. Tartt-----	Livingston.
Talladega-----	Leon Jones-----	Talladega.
Tallapoosa-----	C. M. Corprew-----	Dadeville.
Tuscaloosa-----	John J. Neilson-----	Tuscaloosa.
Walker-----	H. W. Cranford-----	Jasper.
Washington-----	Jas. N. Granade-----	Chatom.
Wilcox-----	E. W. Berry-----	Camden.
Winston-----	W. A. Walker-----	Double Springs

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS OF THE INCORPORATED CITIES AND TOWNS OF ALABAMA, BY COUNTIES, FOR YEAR BEGINNING OCTOBER 1, 1914.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Autauga County.</i>		
Autaugaville -----	Mrs. W. L. Walker----	J. W. Dantzler.
Billingsley -----	W. P. Bledsoe-----	Dr. E. H. Downs.
Prattville -----	Miss Belle Northington	R. L. Faucett.
<i>Baldwin County.</i>		
Bay Minette -----	Sam'l M. Tharp-----	O. C. Hall, Jr.
Fairhope -----	Gordon B. Hurlbutt---	Ben Fischer.
<i>Barbour County.</i>		
Blue Springs -----	J. Howard Crew-----	J. A. English.
Clayton -----	G. G. Glover-----	C. H. Feagin.
Clio -----	J. C. Stewart-----	W. D. Brock.
Eufaula -----	H. L. Upshaw-----	J. P. Foy.
Louisville -----	V. V. Norton-----	C. H. West.
<i>Bibb County.</i>		
Brent -----	J. W. Fanning-----	W. R. Smith.
Centerville -----	J. R. Alexander-----	J. P. Kennedy.
Smith Hill (Blocton)---	Miss Stella Law-----	W. A. Stewart.
W. Blocton-----	W. B. Lovejoy-----	E. M. Bishop.
<i>Blount County.</i>		
Blountsville -----	H. A. Fowler-----	John Copeland.
Cleveland -----	W. Y. Adams-----	-----
Oneonta -----	W. F. Maynor-----	A. A. Fendley.
<i>Bullock County.</i>		
Fitzpatrick -----	Wm. C. Patton-----	H. F. McLaurine.
James -----	P. A. McDaniel, Jr.---	H. L. King, Jr.
Midway -----	P. A. McDaniel, Jr.---	T. R. Britt.
Perote -----	S. W. Hixon-----	C. W. Rumph.
Union Springs-----	E. S. Pugh-----	R. J. Laurence.
<i>Butler County.</i>		
Georgiana -----	W. P. Lunsford-----	R. Clifford Fulford.
Greenville -----	C. B. Gamble-----	H. J. Thagard.
McKenzie -----	E. D. Mancel-----	J. J. Huggins.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Calhoun County.</i>		
Anniston -----	D. R. Murphey-----	H. A. Young.
BlueMt.City (Anniston)	Miss May Powell-----	W. H. Call.
Jacksonville -----	G. T. Somers-----	Jno. B. Nisbet.
Oxford -----	Miss Frances Thweatt--	C. H. Howle.
Piedmont -----	Gordon Worley -----	J. C. Lay, Jr.
<i>Chambers County.</i>		
LaFayette -----	F. T. Appleby-----	J. C. Griffin.
Lanette -----	W. S. Leatherwood----	W. H. Knight.
Waverly -----	W. C. Parsons-----	M. H. Brawner.
<i>Cherokee County.</i>		
Gaylesville -----	MissBeulahWitherspoon	E. J. Chesnut.
<i>Chilton County.</i>		
Clanton -----	J. J. Pickens-----	N. A. Kicker.
Jemison -----	Howard Griggs-----	C. C. Conway.
Maplesville -----	J. I. Johnson-----	J. W. Dickert.
Mt. Creek-----	Wm. R. Baker-----	E. F. Culver.
Thorsby -----	Mrs. Zelma Manning----	H. L. Foshee.
<i>Choctaw County.</i>		
Butler -----	Miss Mattie Paul-----	W. H. Lindsey.
Gilbertown -----	L. M. Mathis-----	C. R. Land.
Lisman -----	Mrs. Maude Patrick----	Dr.W.H.Christopher
<i>Clarke County.</i>		
Fulton -----	Geo. M. Watson-----	A. L. Manes.
Jackson -----	Frank Abbott -----	A. E. Chunn.
Thomasville -----	H. M. Morrow-----	J. W. Tucker.
Whatley -----	Mrs. J. H. Harrison----	D. D. Coleman.
<i>Clay County.</i>		
Ashland -----	J. T. Balch-----	A. S. Bell.
Hollins -----	S. B. Lanier-----	H. B. Rumsey.
Lineville -----	Brandt LaBoon-----	M. M. Eppes.
<i>Cleburne County.</i>		
Edwardsville -----	Fred Wycoff-----	T. J. Brown.
Fruitthurst -----	Mrs. Margaret Fowler--	Andrew Pearson.
Heflin -----	Warren Maust -----	J. R. Barker.
Hopewell -----	-----	D. D. Harris.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Coffee County.</i>		
Elba -----	W. J. Steele-----	J. O. English.
Enterprise -----	E. J. Murphey-----	A. B. Mizell.
New Brockton-----	R. F. Ray-----	W. W. Whitaker.
<i>Colbert County.</i>		
Cherokee -----	W. C. Porter-----	(No Treasurer).
Leighton -----	E. Christian -----	J. T. Ferguson.
Sheffield -----	W. P. Johnson-----	A. J. Ive.
Tuscumbia -----	J. F. Collins-----	J. C. Carter.
<i>Conecuh County.</i>		
Castleberry -----	Miss Mineola King-----	Allen Page.
Evergreen -----	Miss Ethel King-----	H. A. Shields.
Repton -----	J. W. Kitchens-----	J. R. Simmons.
<i>Coosa County.</i>		
Goodwater -----	Jas. N. Bragg-----	B. Z. Henry.
<i>Covington County.</i>		
Andalusia -----	L. E. Brown-----	J. M. Head.
Falco -----	J. L. Turk-----	A. H. Leonard.
Florala -----	Charles Baker -----	P. M. Faucett.
Opp -----	J. F. Scofield-----	T. E. Hubbard.
Poley -----	-----	H. P. Fitzgerald.
Red Level -----	E. L. Stough-----	C. W. Costen.
River Falls -----	H. B. Morgan-----	H. Stanley.
<i>Crenshaw County.</i>		
Brantley -----	A. L. Brazil-----	Dr. S. W. May.
Dozier -----	F. M. Buttram-----	L. C. Simon.
Glenwood -----	H. A. Cassidy-----	H. C. Willis.
Luverne -----	W. G. Cameron-----	J. N. Pollard.
Searight -----	Ollie G. Pope-----	W. W. Lowman.
Rutledge -----	G. M. Mahone-----	A. L. Rushton.
<i>Cullman County.</i>		
Cullman -----	R. E. Ledbetter-----	Parker Bank&T. Co.
Garden City-----	S. J. Cox-----	J. D. McAnally.
Hanceville -----	C. L. Tillery-----	Adolph Ashwander.
Vinemont -----	Miss Alma Cobb-----	Henry Linton.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Dale County.</i>		
Ariton -----	H. W. Weed-----	D. A. Walker.
Daleville -----	A. B. McLeod-----	-----
Grimes -----	Lennie Childree -----	-----
Midland City-----	E. C. Palmer-----	B. H. Stough.
Newton -----	W. J. Dominey-----	Fred Mullins.
Ozark -----	L. K. Benson-----	J. R. Levy.
Pinckard -----	W. Y. Fleming-----	C. A. Pippin.
<i>Dallas County.</i>		
Orrville -----	Miss Nellie Drake-----	G. W. O'Brien.
Selma -----	Arthur F. Harman-----	C. M. Howard.
<i>DeKalb County.</i>		
Collinsville -----	S. J. McCall-----	V. M. Brindley.
Ft. Payne-----	H. M. Weaver-----	G. W. Pharr.
<i>Elmore County.</i>		
Eclectic -----	Miss Nora Green-----	O. D. Farrow.
Tallassee -----	Gladstone H. Yeuell-----	E. A. Cox.
Wetumpka -----	J. M. Crowell-----	John Gaddis.
<i>Escambia County.</i>		
Atmore -----	Miss Ella M. Wall-----	H. W. Currie.
Brewton -----	W. L. Porter-----	A. C. Smith.
Flomaton -----	Miss Nan Grey Davis-----	N. R. Wilhelm.
Pollard -----	H. N. Lee-----	Fred Curtis.
<i>Etowah County.</i>		
Alabama City -----	J. D. Bradley-----	C. S. Wilkinson.
Altoona -----	James E. Dean-----	A. M. Phillips.
Attalla -----	Miss Alice Coleman-----	F. W. Cox.
Gadsden -----	W. C. Griggs-----	Tracy Hollingsworth
<i>Fayette County.</i>		
Berry -----	(None employed)-----	V. G. Hall.
Fayette -----	R. L. Reaves-----	Sam J. Sanders.
<i>Franklin County.</i>		
Hodges -----	J. W. Cantrell-----	J. C. Moore.
Red Bay-----	T. D. Brooks-----	J. L. McNeeley.
Russellville -----	L. S. McRight-----	-----
Vina -----	W. M. Goodwin-----	-----

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Geneva County.</i>		
Black -----	W. S. Lee-----	C. O. Hagin.
Coffee Springs-----	J. E. Hudson-----	J. P. Creel.
Geneva -----	H. W. Little-----	A. S. Hendrix.
Hartford -----	M. L. Black-----	J. D. Preston.
Malvern -----	Jno. O. Beall-----	J. A. Ward.
Samson -----	W. T. Tiller-----	J. W. Byrd.
Slocomb -----	-----	J. T. Jordan.
<i>Greene County.</i>		
Eutaw -----	A. F. Jackson-----	W. R. Barnes.
<i>Hale County.</i>		
Greensboro -----	J. A. Baxley-----	Charles Stollenwerck
Moundville -----	G. A. Young-----	R. L. Griffin.
Newbern -----	C. A. Haskew-----	T. A. Walthall, Jr.
<i>Henry County.</i>		
Abbeville -----	J. E. Searcy-----	W. F. Murphy.
Haleburg -----	Sam Davis -----	B. F. Glover.
Headland -----	W. E. Glover-----	G. W. Hawkins.
Newville -----	M. C. Brooks-----	J. W. Capps.
<i>Houston County.</i>		
Ashford -----	E. T. Cato-----	G. E. Jackson.
Columbia -----	Thos. E. McCollough-----	Alex. Wood.
Cottonwood -----	N. B. Hughes-----	S. O. Smith.
Dothan -----	J. V. Brown-----	C. C. Hughes.
Gordon -----	D. W. Hollis-----	J. J. Marsh.
Kinsey -----	W. O. Burdeshaw -----	C. B. Grice.
Madrid -----	C. F. Cassady-----	G. P. Peacock.
Webb -----	E. G. Fenn-----	W. M. Floyd.
<i>Jackson County.</i>		
Bridgeport -----	Miss Lillian Ford-----	B. C. Jones.
Hollywood -----	W. B. Thomas-----	D. Meeks.
Langston -----	H. W. Bennett-----	T. E. Morgan.
Larkinsville -----	Allie L. Roden-----	E. G. Grantham.
Paint Rock-----	J. W. Simpson-----	John W. Tipton.
Scottsboro -----	J. W. Willis-----	C. Q. Beech.
Section -----	R. L. Phillips-----	C. C. Peak.
Stevenson -----	N. H. Price-----	E. K. Mann.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Jefferson County.</i>		
Adamsville -----	C. L. Hubbert-----	M. C. Young.
Bessemer -----	A. A. Persons-----	J. B. Houston.
Birmingham -----	J. H. Phillips-----	H. C. Abbott.
Brighton -----	J. T. Huffstutler-----	H. M. Sharpe.
Brookside -----	N. S. Moore-----	M. S. Cohn.
Cardiff -----	W. L. Brumbeloe-----	C. H. Harper.
Flat Creek (Quinton,R3)	J. G. Manuel-----	I. N. Skelton.
Graysville (Ad'mvleR1)	N. O. Scott-----	J. W. West.
Inglenook -----	E. A. Thomas-----	S. W. Boles.
Irondale -----	Forney Reese -----	J. W. Fortenberry.
Johns -----	Delphine Feminear ---	Joe Sachs.
Leeds -----	J. W. Ellenburg-----	E. R. Perdue.
Lipscomb (BessemerR1)	L. H. Haralson-----	S. A. Jones.
Morris -----	John A. Reld-----	L. Little.
PinkieCity (Blossburg)	J. L. Arnold-----	M. Silverfield.
Quinton -----	J. G. Manuel-----	-----
Sandusky -----	W. T. Vann-----	Dr. J. M. Bonds.
Warrior -----	O. L. Chambers-----	E. A. Terry.
West Sayre (QuintonR1)	L. T. Dyer-----	-----
<i>Lamar County.</i>		
Beaverton -----	W. H. Dorchester-----	A. S. Gann.
Fernbank -----	Miss Zada Morton-----	J. B. Wilson.
Kennedy -----	C. C. Greer-----	W. N. Gravlee.
Millport -----	E. C. Holly-----	W. K. Black.
Sulligent -----	J. C. Pennington-----	M. W. Criggs.
Vernon -----	W. L. Morris-----	J. F. Mattox.
<i>Lauderdale County.</i>		
Florence -----	H. B. Norton-----	H. C. Gilbert.
Rogersville -----	Robert Hudson-----	Ira H. Bedingfield.
Waterloo -----	B. S. Haraway-----	J. C. Cooper.
<i>Lawrence County.</i>		
Courtland -----	Mrs. B. B. Isbell-----	E. L. Wann.
Hillsboro -----	W. A. Abramson-----	D. P. Woodall.
Moulton -----	J. P. Delashaw-----	O. L. Judy.
Mt. Hope -----	Edgar Jackson -----	R. C. Jackson.
Town Creek-----	Miss Louise King-----	J. M. Houston.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Lee County.</i>		
Auburn -----	Miss May Harvey-----	W. V. Jones.
Loachapoka -----	W. R. Stevens-----	W. J. Wooten.
Opelika -----	F. Hall -----	S. S. Black.
Phoenix City -----	Miss Alice Coulter-----	T. H. Coulter.
Waverly -----	-----	M. H. Brawner.
<i>Limestone County.</i>		
Athens -----	Frank Barnard -----	H. C. Massenberg.
Elkmont -----	Mrs. W. A. Gray-----	Henry Zeitler.
Mooreville -----	Miss Evelyn Mussetter-----	Ashford Todd.
<i>Lowndes County.</i>		
Ft. Deposit-----	Mrs. W. G. Forehand--	W. L. Stevens.
<i>Macon County.</i>		
Notasulga -----	B. L. Balch-----	J. A. Watkins.
Tuskegee -----	R. E. Thompson-----	W. H. Hurt.
<i>Madison County.</i>		
Gurley -----	A. S. Hodges-----	A. B. Howell.
Huntsville -----	R. C. Johnston-----	W. P. Monroe.
Madison -----	T. G. Riddle-----	J. H. Humphrey.
New Hope -----	James E. Parks-----	M. F. Irwin.
<i>Marengo County.</i>		
Dayton -----	(Not known)-----	E. T. Eppes.
Demopolis -----	K. G. Hoover-----	W. A. Smith.
Faunsdale -----	J. B. Kilpatrick-----	Coleman Adams.
Linden -----	J. J. Holladay-----	Irving Adams.
Thomaston -----	Miss Ethel Breitling--	E. G. Thomas.
<i>Marion County.</i>		
Bear Creek-----	E. G. Bottoms-----	W. H. Flipppo.
Guin -----	C. E. Pearce-----	M. A. Springfield.
Hackleburg -----	H. A. Smith -----	W. B. Mixon.
Hamilton -----	J. O. Avery-----	R. N. Terrell.
Winfield -----	C. R. Welden-----	R. K. Shirey.
<i>Marshall County.</i>		
Albertville -----	L. E. Creel-----	G. O. Barnett.
Boaz -----	J. C. McAuley-----	J. B. Martin.
Guntersville -----	J. R. Vann-----	D. Isbell.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Mobile County.</i>		
Citronelle -----	B. H. Johnston-----	-----
Mobile -----	S. S. Murphy-----	S. S. Murphy.
<i>Monroe County.</i>		
Beatrice -----	Miss Birdie DePriest--	W. R. Sawyer.
Jones Mills -----	Miss Lois Presley-----	H. A. Baggett.
Monroeville -----	E. P. Yeldell-----	J. A. Lazenby.
Nadawah -----	Miss Caro Agee-----	A. R. Burroughs.
Vredenburgh -----	Oscar Boland -----	J. L. Thomas.
<i>Montgomery County.</i>		
Montgomery -----	C. L. Floyd-----	Robert Tait.
<i>Morgan County.</i>		
Austinville -----	(None employed)-----	-----
Danville -----	(None employed)-----	-----
Decatur -----	J. M. Collier -----	W. B. Shackelford.
Falkville -----	Geo. T. Woodruff-----	R. A. Summerfield.
Flint -----	(None employed)-----	-----
Hartselle -----	L. B. Little-----	M. Patillo.
New Decatur-----	W. F. Jones-----	Fred Bloodworth.
Trinity -----	J. B. Lockhart-----	Dr. Emmens.
<i>Perry County.</i>		
Marion -----	Chas. C. Johnson-----	T. T. Daughdrill.
Unlontown -----	W. P. Champion-----	J. H. Bradford.
<i>Pickens County.</i>		
Aliceville -----	John L. Harper-----	J. S. Love.
Carrollton -----	J. A. Key-----	A. H. Dabbs.
Gordo -----	W. T. Snoddy-----	H. B. Durrett.
Pickensville -----	Miss Corinne Calley--	W. C. Chapman.
Reform -----	D. W. Berry-----	J. W. Hollingsworth
<i>Pike County.</i>		
Banks -----	Mrs. Sam Trotter-----	C. E. Sellers.
Brundidge -----	W. H. Black-----	F. A. Wood.
Goshen -----	J. N. Phillips-----	G. B. Howard.
Troy -----	John R. McLure-----	John W. Bowers.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
<i>Randolph County.</i>		
Roanoke -----	L. L. Vann-----	W. L. Hill.
Wadley -----	E. C. Allen-----	F. R. Schuessler.
Wedowee -----	Miss Mabel L. Jones---	W. T. Weathers.
<i>Russell County.</i>		
Girard -----	R. A. Gamble-----	Wm. Coghill.
Hurtsboro -----	H. E. Hutcheson-----	P. H. Perry.
Seale -----	W. S. McLeod-----	L. J. Lewis.
<i>Shelby County.</i>		
Calera -----	B. B. McLeran-----	T. B. Parker.
Columbiana -----	Mrs. Louella Nelson ---	W. L. Christian.
Montevallo -----	H. G. Dowling-----	W. H. Lyman.
Vincent -----	W. T. Cardwell-----	D. W. Walte.
Wilsonville -----	J. D. Harris-----	J. F. Pope.
<i>St. Clair County.</i>		
Ashville -----	Wm. J. Mims-----	J. A. Embry.
Coal City -----	{ Carl L. Glover----- } { Percy N. Plylor----- }	J. W. Moore.
Eden -----	J. O. Looney-----	T. F. Harless.
Pell City-----	W. B. Goodenow-----	T. J. Kilgroe.
Ragland -----	J. M. Rich-----	M. R. Floyd.
Riverside -----	W. M. King-----	J. S. Bukacek.
Seddon -----	Mrs. Willie Wilson---	W. S. Crump.
Springville -----	G. W. Floyd-----	J. V. Coupland.
<i>Sumter County.</i>		
Cuba -----	M. E. Head-----	W. A. Waddell.
Epes -----	E. B. Calhoun-----	W. R. Lewellen.
Gainesville -----	Mrs. Mary W. Roberts---	S. T. Jones.
Geiger -----	Miss Grey Gibson-----	O. A. Smith.
Livingston -----	R. K. Hood-----	W. S. Nichols.
York -----	E. H. Longshore-----	Robert Scott.
<i>Talladega County.</i>		
Childersburg -----	T. B. Meadows-----	H. I. Hodges.
Gantts Quarry -----	J. L. McKay-----	W. D. Lamborne.
Ironaton -----	Miss Laura Still-----	J. R. Davis.
Lincoln -----	W. C. Reaves-----	J. W. Hackney.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Sylacauga -----	J. B. Murphy-----	L. D. Coker.
Talladega -----	D. A. McNeill-----	A. W. Hardin.
<i>Tallapoosa County.</i>		
Alexander City-----	Jas. M. Pearson-----	A. S. Leonard.
Camp Hill -----	C. C. Moseley-----	J. E. Reaves.
Dadeville -----	Miss Carrie L. Smith--	Wm. C. Roecks.
Daviston -----	Miss L. Meadows-----	J. M. Camp.
<i>Tuscaloosa County.</i>		
Northport -----	E. M. Meadows-----	M. Freeman.
Tuscaloosa -----	J. H. Foster-----	Glen Foster.
<i>Walker County.</i>		
Carbon Hill -----	I. N. Morris-----	F. A. Merrill.
Cordova -----	J. F. McCain-----	W. N. Jones.
Dora -----	Wm. K. Norton-----	C. I. Jones.
Jasper -----	J. W. Letson-----	Walter Guttery.
Nauvoo -----	Willie Hilton -----	John Mann.
Oakman -----	T. J. York-----	L. F. Lelievre.
Townley-----	John Myers -----	W. J. Boshell.
<i>Washington County.</i>		
(No incorpor'ed towns)		
<i>Wilcox County.</i>		
Camden -----	O. C. Weaver-----	J. T. Lawler.
Gastonburg -----	A. C. Moore-----	R. J. Goode, Sr.
McWilliams -----	H. G. Huchabee-----	J. D. Shelley.
Pine Apple -----	N. W. Henson-----	S. N. Stanford.
Pine Hill-----	R. L. Griffin-----	Clay Sheffield.
<i>Winston County.</i>		
Haleyville -----	L. L. James-----	B. H. Smith.

OFFICERS STATE AND COUNTY SCHOOL IMPROVEMENT ASSOCIATION.

MRS. R. L. FAUCETT, President.....Prattville, Ala.

Miss CLARA PITTS, Secretary-Treas.....Montgomery, Ala.

COUNTY.	NAME.	ADDRESS.
Autauga.....	Mrs. H. S. Doster.....	Prattville.
Baldwin.....	Mrs. F. L. Brown.....	Fairhope.
Barbour.....	J. H. Crow.....	Elamville.
Bibb.....	Miss Janette Shapard.....	Centerville.
Blount.....	Mrs. W. M. Self.....	Oneonta.
Bullock.....	Miss Juliet Hixon.....	Perote.
Butler.....	Mrs. J. M. Stabler.....	Greenville.
Calhoun.....	Mrs. R. S. King.....	Oxford.
Chambers.....	Mrs. D. B. Holderfield.....	Stroud.
Cherokee.....	Miss Lillie Mathews.....	Leesburg.
Chilton.....	J. L. Johnson.....	Maplesville.
Choctaw.....	Mrs. H. J. Bruister.....	Butler.
Clarke.....	Mrs. J. S. Davidson.....	Thomasville.
Clay.....	Miss Maude Tuttrell.....	Ashland.
Cleburne.....	Mrs. Lucie Turner.....	Heflin.
Coffee.....	Mrs. H. Law.....	Enterprise.
Colbert.....	Mrs. Frank Spangler.....	Leighton.
Conecuh.....	Miss Sarah E. Luther.....	Castleberry.
Coosa.....	Miss Annie M. Shapard.....	Kellyton, R. No. 2.
Covington.....	E. A. Ward.....	Gantt.
Crenshaw.....	Mr. Claude L. Rhodes.....	Highland Home.
Cullman.....	Mrs. W. L. Hicks.....	Cullman.
Dale.....	Mrs. J. M. Carmichael.....	Ozark.
Dallas.....	Mrs. C. W. Hooper.....	Selma.
DeKalb.....	Mrs. T. H. Taylor.....	Fort Payne.
Elmore.....	Miss Nettie Thomas.....	Titus.
Escambia.....	Mrs. G. W. L. Smith.....	Brewton.
Etowah.....	Mrs. W. E. Striplin.....	Gadsden609Turrentine
Fayette.....	Miss Mary Stokes.....	Kennedy.
Franklin.....	Mrs. B. H. Sargent.....	Russellville.
Geneva.....	J. M. Holly.....	Samson.
Greene.....	Mrs. W. G. Horton.....	Pleasant Ridge.

COUNTY SCHOOL IMPROVEMENT PRESIDENTS—*Continued.*

COUNTY.	NAME.	ADDRESS.
Hale.....	Miss Ethel Perry.....	Greensboro.
Henry.....	Miss Nellie Price.....	Abbeville.
Houston.....	R. H. Southerland.....	Dothan.
Jackson.....	Mrs. E. K. Mann.....	Stevenson.
Jefferson.....	Mrs. E. B. Erwin.....	Boyles.
Lamar	Mrs. E. R. Harris.....	Vernon.
Lauderdale	Miss Elizabeth A. Roach.....	Florence.
Lawrence.....	Mrs. Clara Stewart.....	Moulton.
Lee.....	Miss Guilla Phipps.....	Salem, R. No. 3.
Limestone.....	Mrs. Kate Hine.....	Athens.
Lowndes.....	Mrs. Joseph Russell.....	Lowndesboro.
Macon.....	Mrs. A. S. Danner.....	Fuskegee.
Madison.....	Mrs. Hassie Farley.....	Madison.
Marengo.....	J. R. Myrick.....	Wayne.
Marion.....	Miss Ida Bacon.....	Hamilton.
Marshall.....	Mrs. P. F. Maples.....	Albertville.
Mobile.....	C. F. Vigor.....	Mobile.
Monroe.....	Miss Annie McMurphy.....	Vredenburgh.
Montgomery.....	Mrs. Thos. M. Owen.....	Montgomery.
Morgan.....	Mrs. J. L. Rountree.....	Hartselle.
Perry.....	Miss Anna LeVert.....	Sprott.
Pickens.....	W. H. Storey.....	Carrollton.
Pike.....	Miss Clara Sullivan.....	Grady.
Randolph.....	Miss Eulette Parker.....	Wedowee.
Russell.....	Mrs. L. D. McKee.....	Seale.
Shelby.....	Mrs. Chas. E. Nivens.....	Columblana.
St. Clair.....	Mrs. B. S. Hodges.....	Odenville.
Sumter.....	Miss Grey Gibson.....	Geiger.
Talladega.....	Miss Mittie McElderry.....	Talladega.
Tallapoosa.....	Mrs. S. H. Newman.....	Dadeville.
Tuscaloosa.....	Mrs. Mary B. Rolen.....	Tuscaloosa.
Walker.....	Miss Jennie Lou Palmer.....	Jasper.
Washington.....	Miss Sadie Collier.....	Koenton.
Wilcox.....	Mr. Claude Hardy.....	Camden.
Winston.....	L. J. Howell.....	Double Springs.

**NAMES AND POST OFFICE ADDRESSES OF THE MEMBERS
OF THE COUNTY BOARDS OF EDUCATION OF THE
VARIOUS COUNTIES OF ALABAMA.**

The County Superintendent, whose name appears last under each county, is *ex-officio* a member of the County Board. The terms of the present County Superintendents expire October 1, 1917. The terms of the other members of the County Boards of Education expire August, 1916.

AUTAUGA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. D. Rice-----	Prattville.
J. N. Cook-----	Deatsville.
J. C. Herman-----	Jones.
G. S. Houston-----	Statesville.
L. E. Byrum-----	Jones.

BALDWIN COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Frank F. Earle-----	Blacksher.
W. R. White-----	Bay Minette.
W. D. Randall-----	Montrose.
J. I. Weatherly-----	Foley.
J. S. Lambert-----	Bay Minette.

BARBOUR COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. L. McGee-----	Bakerhill.
Geo. H. Dent-----	Eufaula.
B. F. Gary-----	Comer.
J. T. Jackson-----	Clio.
J. T. Searcy-----	Clayton.

BIBB COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. T. Ellison-----	Centerville.
N. E. Stewart-----	Blocton, R. 4.
J. T. Fuller-----	Centerville.
W. H. Thomas-----	Ashby, R. 1.
A. W. Hayes-----	Centerville.

BLOUNT COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. L. Armstrong---	Bangor, R. 8.
A. M. Hinds-----	Summit.
W. A. Moore-----	Altoona, R. 2.
J. T. Brown-----	Cleveland.
John Weston----	Cleveland, R. 1.

BULLOCK COUNTY.

<i>Name.</i>	<i>Post Office.</i>
T. M. Norton-----	Midway.
D. A. Hixon-----	Perote.
S. J. Rutland-----	Fitzpatrick.
J. F. Martin-----	Union Springs.
G. R. Hall-----	James.

BUTLER COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Wilton Johnson--	Georgiana, R. 6.
N. C. Cook-----	Georgiana.
John S. Golson-----	Ft. Deposit.
Ambrose Murphy--	Forest Home.
C. H. Lewis-----	Greenville.

CALHOUN COUNTY.

<i>Name.</i>	<i>Post Office.</i>
T. S. Gray-----	Ohatchie
E. D. McClelen-----	Piedmont
J. W. Harris--	Choccolocco, R. 1.
N. J. Stephens--	Wellington, R. 1.
H. T. Persons-----	Anniston.

CHAMBERS COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. V. Trammell.....	Five Points.
Webster McRae.....	Buffalo.
W. P. Allen.....	LaFayette, R. 7.
L. Lanier.....	Langdale, R. 1.
G. M. Barnett.....	LaFayette.

CHEROKEE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. A. Snead.....	Key.
W. M. Hicks.....	Leesburg.
W. J. Lasseter.....	Cedar Bluff.
J. W. Browder.....	Gaylesville.
John H. Blair.....	Center.

CHILTON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Wm. J. Billingsley.....	Thorsby.
J. C. Vesey.....	Maplesville.
L. A. Callaway.....	Cooper.
T. J. Dorminy.....	Jemison.
W. T. Bean.....	Clanton.

CHOCTAW COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Forest Allen.....	Mt. Sterling
W. R. Christopher.....	Naheola.
T. B. Shoemaker.....	Silas.
H. A. Pawe.....	Silas.
W. J. Dansby.....	Butler.

CLARKE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. F. Gillis.....	Grove Hill.
Jno. L. Scruggs.....	Coffeeville.
J. W. Matthews.....	Jackson.
T. H. Tyson.....	Thomasville.
T. L. Head.....	Grove Hill.

CLAY COUNTY.

<i>Name.</i>	<i>Post Office.</i>
A. C. House.....	Goodwater.
C. D. Mitchell.....	Lineville.
J. D. Knight.....	Lineville.
W. L. Owen.....	Ashland.
W. T. Harwell.....	Ashland.

CLEBURNE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. W. Grubbs.....	Heflin, R. 3.
J. W. Bennett.....	Fruiturst, R. 1.
J. W. Laminack.....	Fruiturst, R. 1.
N. J. McMahan.....	Hopewell, R. 1.
G. B. Boman.....	Heflin.

COFFEE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
G. M. Heath.....	Enterprise, R. 1.
A. M. McCullough.....	Elba, R. 1.
G. T. Hildreth.....	Clintonville, R. 1.
W. J. Brown.....	Victoria, R. 1.
C. H. Byrd.....	Enterprise.

COLBERT COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Henry Cobb.....	Cherokee.
P. H. Ligon.....	Tuscumbia, R. 3.
F. R. King.....	Leighton.
W. H. Chambers.....	Barton.
Joe Walker.....	Tuscumbia.

CONECUH COUNTY.

<i>Name.</i>	<i>Post Office.</i>
E. J. McCreary.....	Evergreen.
T. A. Jones.....	Garland, R. 1.
Dr. E. L. Kelley.....	Repton.
Dr. R. T. Holland.....	Castleberry.
R. E. L. Key.....	Evergreen.

COOSA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. J. Steele-----	Schley.
S. A. Thomas-----	Nixburg.
N. C. Fulmer---	Goodwater, R. 3.
W. F. Darden-----	Weogufka.
Jeff Sox-----	Rockford, R. 2.

COVINGTON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
H. D. Childre-----	Elba, R. 7.
G. M. Terrell-----	Opp, R. 2.
W. R. Bennett---	Red Level, R. 1.
J. B. Jones-----	Andalusia, R. 1.
H. J. Brogden-----	Andalusia.

CRENSHAW COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. W. Turner-----	Luverne.
J. N. Fail-----	Ft. Deposit, R. 1.
W. P. McSwean-----	Brantley.
C. C. Bright-----	Bradleyton.
T. A. Capps-----	Luverne.

CULLMAN COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Geo. Ashwander----	Hanceville.
E. T. Knight-----	Cullman, R. 1.
John M. Goodwin---	Cullman, R. 4.
W. H. Waldrop-----	Baileytown.
D. V. Smith-----	Cullman.

DALE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
D. S. Cain-----	Ozark.
J. F. Lewis-----	Ozark, R. 5.
O. D. Gissendanner---	Pinckard.
J. C. Barnes-----	Arlton.
R. L. Marchman-----	Pinckard.

DALLAS COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. B. Ellis-----	Selma.
J. A. Carson-----	Selma, R. 2.
J. Lyt Edwards-----	Polk.
Jno. G. Chisholm-----	Selma.
D. M. Callaway-----	Selma.

DEKALB COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Ira J. Crump---	Albertville, R. 1.
C. G. Ward-----	Chavies, R. 1.
B. N. Price-----	Valley Head.
B. W. Moore---	Valley Head, R. 1.
J. Valdor Curtis----	Ft. Payne.

ELMORE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
S. L. Hornsby-----	Tallassee.
W. C. Powell-----	Wetumpka
B. B. Martin-----	Seman.
J. S. Goree-----	Deatsville.
G. H. Howard-----	Wetumpka.

ESCAMBIA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. H. Henley-----	Bradley.
J. E. Finlay-----	Brewton.
W. T. Mayo-----	Pollard.
J. E. McCoy-----	Atmore.
W. S. Neal-----	Brewton.

ETOWAH COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. C. Stephens---	Keener, R. 1.
J. B. Mathis-----	Boaz, R. 7.
T. C. Banks-----	Attalla.
O. P. Willis-----	Ohatchie, R. 2.
S. E. McDaniel-----	Gadsden.

FAYETTE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
G. A. Studdard	Corona, R. 1.
W. D. Newman	Covin, R. 2.
L. S. Bobo	Winfield.
W. T. Kizzire	Fayette, R. 4.
Alex Smith	Fayette.

FRANKLIN COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. M. Hollimon	Spruce Pine.
J. J. Dillard	Rusellville, R. 3.
H. L. Wimberly	Rusellville, R. 6.
W. C. Hurst	Russellville.
T. H. Roberson	Russellville.

GENEVA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. W. Griffin	Slocomb.
Jno. D. Wilson	Chancellor.
R. L. Kelley	Hartford.
A. E. White	Samson.
J. W. Steely	Hartford.

GREENE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
A. Y. Glover	Forkland.
C. I. Eatman	Mantua.
Dr. Oscar Duncan	Mt. Hebron.
J. D. Steele, Jr.	Eutaw.
W. P. Archibald	Knoxville.

HALE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. M. Spencer	Gallion.
L. L. Williams	Greensboro.
J. C. Tidmore	Moundville.
C. M. Elliott	Stewart.
G. N. Williams	Greensboro.

HENRY COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. F. Hasty	Columbia, R. 3.
M. L. Barnes	Haleburg, R. 1.
J. T. McClendon	Abbeville, R. 4.
W. M. Lingo	Clopton, R. 1.
E. C. Glover	Abbeville.

HOUSTON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. V. Brown	Dothan.
J. C. Lee	Taylor.
J. W. Riley	Cottonwood.
R. B. Forrester	Cowarts.
Jno. M. Odom	Dothan.

JACKSON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. P. Williams	Trenton.
A. H. Moody	Kyles.
T. E. Morgan	Langston.
T. T. Foster	Stevenson.
C. S. Brewton	Scottsboro.

JEFFERSON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
H. M. Byars	Johns.
J. W. Minor	Ensley.
T. S. Rogers	Morris.
C. R. West	Maben.
P. M. McNeill	Birmingham.

LAMAR COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. E. Armstrong	Sulligent.
I. J. Smith	Blowhorn.
S. V. Waldrop	Kennedy, R. 1.
Jno. F. Hays	Melborne.
E. R. Harris	Vernon.

LAUDERDALE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. W. Spain-----	Waterloo.
J.M.Wilcoxson	Loretto,Tenn.,R.2.
Elmer L. Koonce----	Cloverdale.
H. C. Warren-----	Rogersville.
D. O. Warren-----	Florence.

LAWRENCE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
M. J. Taylor--	Town Creek, R. 1.
T. F. Almon-----	Moulton.
J. D. L. Byers-----	Moulton.
J. D. French-----	Pitt.
W. S. Dill-----	Moulton.

LEE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. R. Evans-----	Opelika, R. 4.
J. W. Tillery-----	Opelika, R. 1.
T. A. Whatley----	Opelika, R. 2.
W. C. Hays-----	Smith's Station.
J. A. Albright-----	Opelika.

LIMESTONE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
John H. Maples-----	Elkmont.
R. J. Hamilton-----	Ripley.
J. W. Jackson	Bethel, Tenn.,R.2.
N. R. Nichols-----	Athens.
M. K. Clements-----	Athens.

LOWNDES COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Dr. W. B. Crum----	Ft. Deposit.
Dr.J.H.Kimbrough	Lowndesboro.
R. H. Favor-----	Drane.
E. D. Rolen-----	Benton.
H. R. Williamson----	Hayneville.

MACON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
T. Y. Connor-----	Tuskegee.
W. A. Stevenson-----	Notasulga.
Y. S. Edwards-----	Society Hill
P. M. Lightfoot-----	Shorter.
W. B. Riley-----	Tuskegee.

MADISON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Dr. E. O. Williamson----	Gurley.
C. E. Phelps----	Huntsville, R. 1.
A. H. Lewis-----	Madison.
F. C. Love-----	New Market.
S. R. Butler-----	Huntsville.

MARENGO COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. W. Barr-----	Nanafalia.
W. K. Chapman-----	Thomaston.
J. B. Hearin-----	Demopolis.
C. Hawkins-----	Vineland.
B. F. Gilder-----	Linden.

MARION COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. B. Crane-----	Detroit.
T. A. Roberts-----	Winfield.
H. H. Sizemore-----	Guin.
Anderson Wiginton--	Hackleburg.
H. W. McKenzie-----	Hamilton.

MARSHALL COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. R. Smith-----	Boaz, R. 6.
Jas. O. Johnston--	Union Grove.
B. F. Sims-----	Albertville, R. 6.
D. L. Kennamer-----	Grant.
R. Lee Barnes-----	Albertville

MOBILE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
John T. Cochran	Mobile.
Harry T. Hartwell	Mobile.
Dr. Lee Roe	Mobile.
A. G. Quina	Mobile.
G. T. Jordan	Citronelle.
G. R. Bancroft	Mobile.
Dr. D. T. McCall	Mobile.
Michael J. Vickers	Mobile.
R. P. Roach	Mobile.
S. S. Murphy	Mobile.

MONROE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
C. W. Jackson	Monroeville.
A. T. Ellis	Jeddo.
J. D. Forte	Chestnut.
J. B. Harper	Beatrice.
J. A. Barnes	Jones Mills.

MONTGOMERY COUNTY.

<i>Name.</i>	<i>Post Office.</i>
H. A. Belser	Montgomery.
J. T. Morrison	Sellers.
Dr. T. E. Rushing	Pike Road.
G. H. Shackelford	Hope Hull.
G. W. Covington	Montgomery.

MORGAN COUNTY.

<i>Name.</i>	<i>Post Office.</i>
P. Patillo	Hartselle.
J. S. Davis	Trinity.
G. W. Peck	Somerville, R. 3.
R. L. Garner	Hartselle, R. 1.
J. C. Tidwell	New Decatur.

PERRY COUNTY.

<i>Name.</i>	<i>Post Office.</i>
A. F. Armstrong	Marion.
A. M. Spessard	Uniontown.
E. Swann	Marion.
J. G. Wallace	Sprott.
Chas. C. Johnson	Marion.

PICKENS COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. H. Storey	Carrollton.
J. B. Hodo	Reform.
J. I. Keasler	Reform.
C. R. Horton	Allceville.
J. W. Dowdle	Carrollton.

PIKE COUNTY.

<i>Name.</i>	<i>Post Office.</i>
C. C. King	Troy.
J. I. Chancey	Troy, R. 3.
W. L. Fleming	Brundidge.
W. H. Wilks	Perote, R. 2.
J. M. Sanders	Troy.

RANDOLPH COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Thos. J. Lovvorne	Newell.
Wm. Weathers	Roanoke, R. 4.
A. K. Brooks	Delta, R. 3.
Jno. L. Gregg	Wadley.
J. N. Word	Wedowee.

RUSSELL COUNTY.

<i>Name.</i>	<i>Post Office.</i>
T. S. Davis	Hurtsboro.
W. G. Dudley	Opelika, R. 8.
B. G. Jennings	Seale.
O. M. Wiggins	Girard, R. 1.
F. M. deGraffenried	Seale.

SHELBY COUNTY.

<i>Name.</i>	<i>Post Office.</i>
S. S. Crumpton	Columblana, R.1.
J. B. Griffin	Maylene.
J. M. Frost	Montevallo, R. 1.
J. T. J. Wilder	Vincent.
S. P. Williamson	Sterrett, R. 1.

ST. CLAIR COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Dr. J. O. Gray	Eden.
Geo. L. Byers	Springville.
Alex. Gardner	Ragland.
M. A. Coker	Ashville.
Perkins McLendon	Ashville.

SUMTER COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Jno. H. Norville	Livingston.
C. A. Elliott	Emelle.
A. J. McElroy	Cuba.
J. R. Larkin	Coatopa.
R. B. Callaway	Livingston.

TALLADEGA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. H. Lawson	Talladega.
W. D. Davis	Lincoln.
C. A. Killough	Alpine.
F. Moss	Childersburg.
M. T. Linder	Talladega.

TALLAPOOSA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
J. J. Graves	Alexander City.
J. A. Sanders	Camp Hill
Jos. C. McIntosh	Dadeville, R. 2.
J. A. Ashurst	East Tallassee.
Geo. L. Bell	Dadeville.

TUSCALOOSA COUNTY.

<i>Name.</i>	<i>Post Office.</i>
P. B. Traweek	Northport.
J. R. Bell	Coker.
T. E. Norris	Tuscaloosa, R. 1.
R. A. Clarke	Cottondale.
Perry B. Hughes	Tuscaloosa.

WALKER COUNTY.

<i>Name.</i>	<i>Post Office.</i>
G. T. Smith	Prospect.
Lynn Palmer	Dora.
Will Hendrix	America.
J. F. Hawkins	Carbon Hill.
A. S. Scott	Jasper.

WASHINGTON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
R. D. Hooks	Toinette.
J. D. Blount	Koenton.
A. E. Rogers	Bigbee.
G. W. Coaker	Fruitdale.
W. S. Pearce	Koenton.

WILCOX COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Lee McMillan	Gastonburg.
R. M. Hope	Sunny South.
R. L. Spurlin	Camden.
Simon Patterson	Pine Apple.
W. M. Cook	Camden.

WINSTON COUNTY.

<i>Name.</i>	<i>Post Office.</i>
W. R. Bonds	Double Springs.
N. S. Reeve	Double Springs.
J. R. Daves	Addison.
M. L. Aaron	Arley.
J. M. Burns	Double Spgs., R. 1.

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1914.

COUNTIES.	NUMBER OF CHILDREN.				WHITE		COLORED	
	White	Colored	Total		Male	Female	Male	Female
Autauga -----	2,696	4,253	6,949		1,376	1,320	2,107	2,146
Baldwin -----	5,055	1,900	6,955		2,657	2,398	914	986
Barbour -----	4,294	8,105	12,399		2,218	2,076	3,938	4,167
Bibb -----	5,546	2,695	8,241		2,915	2,631	1,406	1,289
Blount -----	7,600	402	8,002		4,024	3,576	219	183
Bullock -----	1,469	10,568	12,037		717	752	5,210	5,358
Butler -----	5,293	7,357	12,650		2,713	2,580	3,645	3,712
Calhoun -----	10,535	4,539	15,074		5,394	5,141	2,232	2,307
Chambers -----	6,175	8,019	14,194		3,070	3,105	4,023	3,996
Cherokee -----	6,046	805	6,851		3,128	2,918	414	391
Chilton -----	6,613	1,344	7,957		3,458	3,155	700	644
Choctaw -----	2,764	4,783	7,547		1,378	1,386	2,324	2,459
Clarke -----	4,494	6,596	11,090		2,384	2,110	3,338	3,258
Clay -----	6,386	943	7,329		3,278	3,108	487	456
Cleburne -----	4,448	217	4,665		2,302	2,146	114	103
Coffee -----	7,825	2,265	10,090		4,048	3,777	1,168	1,097
Colbert -----	5,769	4,547	10,316		2,904	2,865	2,276	2,271
Conecuh -----	3,954	3,994	7,948		2,109	1,845	2,009	1,985
Coosa -----	3,412	2,764	6,176		1,768	1,644	1,355	1,409
Covington -----	10,022	2,903	12,925		5,150	4,872	1,455	1,448
Crenshaw -----	5,094	2,542	7,636		2,650	2,444	1,274	1,268

DEPARTMENT OF EDUCATION.

85

Cullman	10,404	149	10,553	5,372	5,082	88	61
Dale	5,541	2,136	7,677	2,759	2,782	1,095	1,041
Dallas	2,831	16,756	19,687	1,464	1,467	8,336	8,420
DeKalb	9,909	280	10,189	5,164	4,745	142	188
Elmore	5,672	4,725	10,397	2,880	2,792	2,327	2,398
Escambia	5,308	2,169	7,477	2,737	2,571	1,069	1,100
Etowah	10,582	2,085	12,667	5,258	5,324	992	1,093
Fayette	5,826	737	6,563	3,070	2,756	889	348
Franklin	5,929	442	6,371	3,057	2,872	189	253
Geneva	8,284	1,701	9,985	4,285	3,999	836	865
Greene	850	6,280	7,130	427	423	3,187	3,093
Hale	1,895	8,344	10,239	997	898	4,325	4,019
Henry	3,369	3,517	6,886	1,787	1,582	1,821	1,696
Houston	8,405	3,400	11,805	4,301	4,104	1,640	1,760
Jackson	9,797	872	10,669	5,188	4,009	435	437
Jefferson	45,180	34,993	80,173	23,307	21,783	16,776	18,217
Lamar	5,394	1,173	6,567	2,753	2,641	601	572
Lauderdale	8,447	2,379	10,826	4,307	4,140	1,124	1,255
Lawrence	5,236	1,831	7,067	2,792	2,444	895	936
Lee	4,174	7,793	11,967	2,040	2,134	3,782	4,011
Limestone	5,981	3,561	9,542	3,105	2,876	1,808	1,753
Lowndes	1,113	11,158	12,271	560	553	5,638	5,520
Macon	1,283	7,853	9,136	678	605	3,841	4,012
Madison	9,586	5,828	15,414	5,029	4,557	2,913	2,915
Marengo	2,902	10,552	13,454	1,459	1,443	5,425	5,127
Marion	6,646	181	6,827	3,475	3,171	98	83
Marshall	10,357	413	10,770	5,326	5,031	209	204

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1914—Continued.

COUNTIES.	NUMBER OF CHILDREN.				WHITE		COLORED	
	White	Colored	Total		Male	Female	Male	Female
Mobile -----	15,230	10,512	25,742		7,761	7,469	5,057	5,455
Monroe -----	3,903	5,444	9,347		2,044	1,859	2,695	2,749
Montgomery -----	7,334	22,950	30,284		3,618	3,716	11,187	11,763
Morgan -----	9,043	2,789	11,832		4,687	4,356	1,381	1,408
Perry -----	2,365	9,307	11,672		1,199	1,166	4,673	4,634
Pickens -----	4,536	5,229	9,765		2,317	2,219	2,623	2,606
Pike -----	5,435	6,094	11,529		2,833	2,602	3,001	3,093
Randolph -----	7,124	2,233	9,357		3,638	3,486	1,107	1,126
Russell -----	1,676	8,709	10,385		875	801	4,357	4,352
Shelby -----	6,767	2,323	9,090		3,544	3,223	1,159	1,164
St. Clair -----	6,595	1,427	8,022		3,397	3,198	699	728
Sumter -----	1,932	10,649	12,581		959	973	5,322	5,327
Talladega -----	6,770	6,802	13,572		3,521	3,249	3,406	3,396
Tallapoosa -----	7,681	4,315	11,996		4,018	3,663	2,202	2,113
Tuscaloosa -----	9,559	6,616	16,175		5,002	4,557	3,462	3,154
Walker -----	10,665	1,834	12,499		5,650	5,015	939	895
Washington -----	2,898	2,075	4,973		1,530	1,368	1,095	980
Wilcox -----	1,985	10,263	12,248		1,041	944	5,195	5,068
Winston -----	4,562	5	4,567		2,374	2,188	4	1
Totals -----	432,551	342,425	774,976		212,804	219,747	170,153	172,272

ANNUAL STATISTICS

OF THE

SCHOOLS OF ALABAMA

1914-15

GENERAL STATISTICAL SUMMARY OF SCHOOLS OF ALL CLASSES FOR 1914-15.

NAME OF SCHOOL	ENROLLMENT		TEACHERS EMPLOYED		Value of Buildings, Sites and Equip- ment-----	Total Amount Expended-----
	White-----	Colored-----	White-----	Colored-----		
Public Schools -----	312,490	144,071	7,753	2,550	\$ 8,768,745	\$ 4,467,412
County High Schools-----	5,297	-----	201	-----	835,931	231,809
District Agricultural Schools-----	1,340	-----	44	-----	212,400	63,587
Normal Schools -----	1,955	3,098	92	263	2,432,156	733,525
University of Alabama-----	1,480	-----	116	-----	1,430,000	210,421
Alabama Polytechnic Institute-----	2,032	-----	68	-----	713,000	171,754
Alabama Girls Technical Institute-----	499	-----	35	-----	522,500	60,323
Alabam School for Deaf and Blind-----	246	54	14	18	415,000	71,310
Alabama Industrial School for Boys-----	466	-----	5	-----	169,498	53,153
Northeast Alabama Agricultural & Ind. Inst.-	304	-----	9	-----	26,300	6,596
Private and Denominational Schools-----	8,842	8,435	581	365	4,475,595	808,907
Alabama Reform School for Juvenile Negro Law Breakers -----	-----	193	-----	1	26,000	9,326
Grand Total-----	334,951	155,851	8,918	3,197	\$20,027,125	\$ 6,888,123

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS, 1914-15.**

	White	Colored	Total
1. Enrollment:			
In elementary and grammar grades -----	296,773	142,995	439,768
In high school grades (excluding county high schools) -----	15,717	1,076	16,793
Total enrollment -----	312,490	144,071	456,561
2. Average attendance:			
In elementary and grammar grades -----	184,958	90,627	275,585
In high school grades (excluding county high schools) -----	11,457	868	12,325
General average attendance --	196,415	91,495	287,910
3. School terms or sessions, average length in days during year ----	132	104	123
4. Number of schools taught -----	4,700	2,050	6,750
Number of graded schools in Co. -----	4,422	1,569	5,991
5. Number of teachers employed:*			
Male -----	2,309	670	2,979
Female -----	5,444	1,880	7,324
Total -----	7,753	2,550	10,303
6. Grades of certificates held by teachers:			
Life -----	978	109	1,087
First -----	1,496	23	1,519
Second -----	2,788	565	3,353
Third -----	2,342	1,841	4,183
Total* -----	7,604	2,538	10,142
7. Number of public school libraries	1,725	50	1,775
Number of volumes in libraries --	193,523	5,466	198,989
Combined value of libraries -----	\$115,134	\$3,084	\$145,218
Number of teachers studying books selected by the Alabama Teachers' Reading Circle -----	3,484	513	3,997

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS, 1914-15—Continued.**

	White	Colored	Total
8. Number of schoolhouses deeded to the State -----	1,903	75	1,978
Number of schoolhouses deeded to the county-----	95	26	121
Number of schoolhouses deeded to the district -----	1,702	715	2,417
Number of schoolhouses deeded to private owners (churches, lodges, societies, etc.)-----	867	1,159	2,026
Number of schoolhouses owned by cities -----	133	40	173
Total number of schoolhouses---	4,700	2,015	6,715
Value of schoolhouses and sites---	\$7,128,418	\$729,516	\$7,857,934
Estimated value of seats, desks, and all other equipment-----	\$708,337	\$84,256	\$792,593
Number of schoolhouses entirely or partially supplied with patent desks -----	2,538	239	2,777
9. Average yearly salary of teachers:			
Male -----	\$444	\$169	\$382
Female -----	\$367	\$153	\$312
10. Total salaries paid teachers-----	\$3,046,484	\$402,915	\$3,449,399
11. Amount expended during the year by the School Improvement Association -----	\$114,678	\$5,573	\$119,251
12. Total number of visits by the county superintendent to the rural schools of the county----	7,292	1,674	8,966

*The apparent discrepancy between the "number of teachers holding certificates" and the "number of teachers employed" is accounted for by the fact that some few teachers are not required to hold certificates when teaching only certain high school subjects upon which examinations are not held: viz., German, French, Manual Training, etc., and that the law exempts Mobile county teachers from holding State certificates.

FINANCIAL STATEMENT.

RECEIPTS.

13. Balance from previous year-----	\$ 164,811.00
14. From Public Funds (includes General Fund, Poll Tax, and County Fund)-----	*2,926,939.00
15. From general property taxes, loans, bond sales and unpaid warrants (not special county tax)-----	122,905.00
16. From town appropriation-----	525,291.00
17. From sales of property and proceeds of insurance adjustments -----	11,042.00
18. From matriculation and incidental fees-----	204,410.00
19. From supplement by patrons-----	191,152.00
20. From State and local sources for alteration and erection of schoolhouses-----	190,248.00
21. From all other sources-----	130,614.00
Total -----	<u>\$4,467,412.00</u>

DISBURSEMENTS.

22. Salaries of County Superintendents-----	\$ 99,206.00
23. Salaries of City Superintendents-----	56,503.00
24. Salaries of assistant superintendents-----	32,471.00
25. Salaries of supervising principals-----	65,034.00
Total salaries of supervisors-----	<u>\$253,214.00</u>
26. Salaries of principals-----	723,125.00
27. Salaries of teachers-----	2,572,266.00
Total salaries of teachers, including supervisors--	<u>\$3,548,605.00</u>
28. Other expenses of supervision (include board meetings, stenographers and office supplies)-----	16,616.00
29. Wages of janitors and their helpers-----	65,187.00
30. Fuel, water, light, power, janitors' supplies and other expenses of operation-----	87,903.00
31. Repairs and replacement of equipment, insurance and other upkeep charges-----	87,447.00
32. New buildings and grounds, alterations of old buildings (not repairs)-----	386,991.00
33. New equipment (not replacements)-----	65,855.00
34. Teaching supplies (crayons, erasers, tablets, text-books furnished, etc.)-----	31,668.00
35. Other expenses -----	115,582.00
36. Balance on hand-----	61,558.00
Total -----	<u>\$4,467,412.00</u>

*For a detailed statement see "Amounts available from Balance on hand, General Fund, Poll Tax, and County Fund."

**ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.**

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Autauga County Rural Districts	1888	85	1396	2	801	53	989	1	123	81	39	2
Prattville, City of	425		285		365		245		180	140	1	
Totals for County	1811	85	1681	2	1166	53	1214	1	140	98	40	2
Baldwin County	3468	182	927		2141	140	535		134	103	84	2
Barbour County Rural Districts	2523	97	2651		1618	76	1749		141	85	62	4
Eufaula, City of	859	96	213	12	300	83	121	10	180	180	2	
Totals for County	2882	193	2864	12	1918	159	1870	10	148	91	64	4
Bibb County	3333	133	1080	14	2338	106	655	10	119	107	58	1
Blount County	5661	50	215		3262	26	152		102	70	86	
Bullock County Rural Districts	712	178	4356		540	139	2761		156	81	32	4
Union Springs, City of	221	71	241	6	191	62	148	6	180	180	1	
Totals for County	933	244	4597	6	731	201	2909	6	163	86	33	4
Butler County Rural Districts	3036	113	3002		1933	71	2086		114	80	77	4
Greenville, City of	240	72	180		207	64	96		180	180	1	
Totals for County	3325	185	3182		2190	135	2182		122	84	78	4
Calhoun County Rural Districts	4580	73	944		2370	48	689		163	86		1
Anniaton, City of	1186	103	303	5	926	75	195	4	175	176	4	
Jacksonville, City of	146		60		118		35		180	140	1	
Piedmont, City of	160	40	100		118	24	55		166	100	2	
Totals for Cities	1494	143	463	5	1157	99	285	4	172	156	7	
Totals for County	6074	216	1407	5	3527	147	924	4	169	108	70	2
Chambers County Rural Distr'ts	3552	291	2228	9	2359	186	1246	5	150	80	53	3
Lanett, City of	1000	112	300	10	500	80	200	8	180	160	4	
Totals for County	4552	403	2528	19	2859	266	1446	13	156	91	57	3
Cherokee County	4157	19	394		3413	17	306		104	63	70	1
Chilton County	4647	98	876	2	2509	63	563	1	113	74	73	2
Choctaw County	2253	81	2643		1663	64	1838		120	56	61	3
Clarke County	3131	171	2765	2	2070	134	1691	1	110	72	84	5
Clay County	5068	91	198		2634	46	154		131	98	72	
Cleburne County	3407		80		1934		36		101	101	62	
Coffee County Rural Districts	4651	208	973	10	2390	138	558	5	114	76	69	2
Enterprise, City of	299		122		208		62		180	140	1	
Totals for County	4950	208	1095	10	2598	138	620	5	119	82	70	2
Colbert County Rural Districts	2508	35	1332	13	1328	17	770	6	118	88	50	2
Sheffield, City of	460	50	287		376	37	143		180	180	1	
Tusculum, City of	222	60	171	29	193	66	132	24	180	180	1	
Totals for Cities	682	110	408	29	569	93	280	24	180	180	2	
Totals for County	3186	145	1740	42	1897	110	1050	30	138	114	54	2
Conecuh County	2740	116	2117	44	1673	81	1414	35	116	90	72	3
Coosa County	2719	109	1401		1666	102	805		120	98	60	2
Davignon County Rural Distr'ts	5732	223	740		3485	163	534		110	95	92	1
Julissa, City of	364	81	107		275	70	43		180	180	1	
Ida, City of	263		197		184		94		180	140	1	

MENT. ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Libraries	
White		Colored		White				Colored				White	Colored	White	Colored	White	Colored
Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third						
14	87	8	21	8	10	19	14	1	1			28	12	1062		428	
	10	1	2	2	2	5	1	1				3	1	300		250	
14	47	9	24	10	12	15	15	1	1			31	14	1362		588	
18	96	8	12	9	14	38	58					17	39	3881	22	1879	10
21	55	15	26	12	8	32	24		1	1		39	27	1728	29	833	30
2	9	1	2	7	4			1				3	1	110		275	
13	64	16	29	19	12	32	24	1	1	1		42	28	1638	29	1208	30
16	65	6	11	14	19	26	32	3		6		8	47	4877	418	2516	435
7	57	1	6	13	16	25	48					7	9	601		255	
3	32	12	38	10	18	9	3			5		45	20	1901		955	
2	11	1	2	4	6	2	1	1		2		1	1	900	200	450	75
5	43	13	40	14	24	11	9	1		7		46	21	2801	200	1405	75
4	68	20	30	8	16	44	24			7		43	16	953		545	
2	8	1	1	3	7				1	1		1	1	800		400	
6	76	21	31	11	23	44	24		1	3		45	17	1753		1045	
4	59	3	18	11	19	32	31		1	4		16	21	1483		925	
5	25	2	7	11	8	6	5	1		5		3	1	600	100	600	100
1	3	1	1	3			1			2		1	1	200		70	
1	7		1	1	3	4	1			1		1	1	200		150	
4	35	3	9	16	11	10	7	1		5		6	3	1000	100	820	100
3	94	6	27	26	30	42	38	1	1	9		22	24	2433	100	1745	100
1	79	12	32	8	33	43	25	1		8		25	37	8959	24	3031	12
1	16	1	2	9	7					2		1	1	2000		4000	
1	95	13	34	17	40	43	25	1		10		36	38	8959	24	7031	12
1	55	1	9	8	11	25	43					10	20	1636		813	
1	51	10	12	4	9	40	46	1	2	5		14	29	2184		942	
1	50		16	5	14	32	22			6		36	11	1090		376	
1	81	19	37	11	16	44	34	2		3		51	30	3201		1787	
1	46		7	6	12	43	36					7	28	1997		950	
1	31	1	2	1	3	36				1		3	24	537		730	
1	61	4	20	6	17	33	47			4		20	8	875		280	
1	8	1	1	3		1	3		1			1					
1	67	5	21	9	17	34	50		1	4		21	8	675		280	
1	34	5	16	3	10	24	17			2		19	21	1495		670	
1	11	1	3	2	6	3	1	2		1		1	1	800		300	
1	7	1	5	2		3	3	1	1	2		2	1	230	250	250	125
2	18	2	8	4	8	6	4	3	1	3		3	2	330	250	550	125
2	52	7	24	7	16	30	21	3	1	5		22	23	2825	250	1220	125
9	78	12	26	6	6	40	36	2		4		32	17	1343		787	
1	42	7	13	6	25	27	10			1		24	27	2005	150	895	75
1	59	2	11	2	31	37	47			2		11	22	1863		945	
1	10	2		4	2	2	1					2	1	400		400	
1	1	1	1	4	4	1				1		1	1	225		75	

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Totals for Cities	827	81	804	.....	459	70	137	.....	189	146	2	.....
Totals for County.....	6359	304	1044	.....	3944	233	671	.....	119	105	96	1
Crenshaw County	3256	69	691	.....	1903	38	446	.....	99	87	70	1
Cullman County Rural Districts	7284	.....	110	.....	4383	.....	70	.....	100	100	113	.....
Cullman, City of	456	.....	.....	.....	333	.....	.....	.....	180	.....	1	.....
Totals for County	7740	.....	110	.....	4716	.....	70	.....	106	100	114	.....
Dale County Rural Districts	4141	153	673	5	2443	103	317	3	132	68	67	1
Dark, City of	254	90	150	.....	220	65	100	.....	180	120	1	.....
Totals for County	4395	243	723	5	2663	168	417	3	137	84	68	1
Dallas County Rural Districts	905	97	5704	.....	592	71	4122	.....	160	100	41	3
Selma, City of	924	190	548	16	796	179	426	14	180	180	4	.....
Totals for County	1829	287	6252	16	1388	250	4548	14	172	108	45	3
DeKalb County	7488	151	120	.....	3471	35	103	.....	130	96	100	.....
Elmore County	4263	185	1841	9	2408	118	1139	3	141	97	62	3
Escambia County Rural Dist'ts	3609	97	701	.....	2192	61	481	.....	121	102	61	1
Brewton, City of	217	70	121	3	163	62	100	2	180	180	1	.....
Totals for County	3826	167	822	3	2355	123	581	2	128	115	62	1
Etowah County Rural Districts	4798	59	371	.....	2644	26	208	.....	115	56	77	.....
Alabama City, City of	937	25	.....	.....	584	20	.....	.....	180	.....	3	.....
Attalla, City of	279	.....	74	.....	223	.....	45	.....	180	180	1	.....
Gadsden, City of	1360	161	427	.....	1000	144	240	.....	180	180	6	.....
Totals for Cities	2576	186	501	.....	1812	164	285	.....	180	180	9	.....
Totals for County	7372	245	872	.....	4456	190	491	.....	145	128	86	.....
Fayette County	4155	48	486	.....	2642	41	282	.....	86	83	80	1
Franklin County Rural Districts	4240	87	206	.....	2345	49	134	.....	78	60	77	.....
Russellville, City of	237	.....	68	.....	192	.....	45	.....	180	100	1	.....
Totals for County	4477	87	274	.....	3037	49	179	.....	83	70	78	.....
Geneva County	5689	211	391	11	2886	162	189	7	134	119	68	.....
Greene County	857	56	3200	.....	552	43	2412	.....	158	94	34	5
Hale County Rural Districts	1106	46	4138	9	699	24	2549	9	104	99	41	5
Greensboro, City of	135	25	123	4	107	20	92	3	180	140	1	.....
Totals for County	1240	71	4261	13	806	44	2641	12	115	102	42	5
Henry County	2356	84	1697	.....	1506	73	852	.....	122	50	39	2
Houston County Rural Districts	5069	118	774	.....	2768	79	374	.....	123	62	68	1
Dothan, City of	694	229	177	.....	509	163	71	.....	180	160	3	.....
Totals for County	5763	347	951	.....	3277	242	445	.....	134	78	71	1
Jackson County Rural Districts	6926	104	575	.....	4533	98	463	.....	100	85	109	1
Bridgeport, City of	239	.....	50	.....	172	.....	44	.....	120	91	1	.....
Totals for County	7165	104	625	.....	4705	98	507	.....	101	85	110	1
Jefferson County Rural Districts	13460	423	5934	.....	8263	382	3821	.....	150	136	140	1
Bessemer, City of	1314	297	1197	.....	958	248	950	.....	180	180	4	.....
Birmingham, City of	16235	2193	7842	406	12461	1549	5320	364	150	180	35	1
Totals for Cities	17549	2490	9039	406	13419	1795	6270	364	180	180	39	1
Totals for County	31009	2713	15023	406	21682	2177	10991	364	169	147	179	.....

MENT. ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES. Continued.

No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Libraries	
White		Colored		White				Colored				White	Colored	White	Colored	White	Colored
Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third						
3	18	3	1	11	6	3	1			1	3	2		626		476	
61	77	6	12	18	37	40	48			8	14	24		2488		1420	
40	60	5	9	6	12	39	44	1		4	12	11		620		802	
63	83		2	4	12	56	74			2		12		630		314	
1	7			1	2	6						1		300		160	
64	90		2	5	14	61	74			2		13		930		464	
43	43	4	14	10	20	32	24			2	15	31		2617		1205	
8	7	1	2	1	2	7				3		1		300		250	
46	50	5	16	11	22	39	24			6	16	32		2817		1555	
5	51	16	83	12	21	18	5			8	90	21		2277		1272	
4	27	1	9	14	13	2	1	2		6	2	3	1	2100	300	2100	150
9	78	17	91	26	34	20	6	2		14	92	24	1	4977	300	3872	150
70	80	1	4	13	26	63	29			1	4	11	1	1257	260	630	100
22	87	14	23	6	60	40	13	3		9	25	36		5072		3300	
18	90	11	7	4	12	37	56		1	1	16	7		370		175	
2	8	1	2	3	1	5	1			2	1	1		200		250	
20	98	12	9	7	13	42	56		1	3	17	8		570		425	
25	71	3	3	9	13	42	32			2	4	31		1771		839	
1	11			1	3	6	2					1		100		30	
	6	1	1	2	3	1				2		1		40		30	
5	32	1	4	6	13	9	4			1	4	1		5500		5500	
6	49	2	5	9	21	16	6			3	4	3		5640		5600	
31	120	5	8	18	34	59	38			5	8	34		7411		6429	
54	41	6	7	6	18	39	32	1	1	4	7	28		2166		1171	
54	53	1	5	9	17	40	41			3	3	37		2670		1162	
1	5	1		2	4					1		1		30		12	
55	58	2	5	11	21	40	41			4	3	38		2600		1174	
39	70	6	3	12	10	46	41		1	4	4	4		355		415	
1	1	33	16	3	11	14	5	1		2	66	13	1	1207	50	811	15
7	39	17	39	7	12	17	10	4		5	47	2		129		30	
1	4	1	1	3		2				1	1	1		75		100	
8	43	18	40	10	12	19	10	4		6	48	3		204		130	
26	33	8	19	2	11	20	28			4	23	26		2080		850	
52	43	2	13	9	15	35	36			1	14	21		1686		727	
4	24	1	3	2	8	12	1			1	3	1		1500		1200	
56	67	3	16	11	23	47	37			2	17	22		3186		1927	
61	82	3	12	12	23	56	52				15	13		1150		910	
1	4		1	2		1	1			1		1		50		50	
2	61	3	13	14	28	57	53			1	16	14		1200		960	
92	256	20	95	55	76	130	88	9		43	63	73	7	9179	268	4591	78
5	37	1	14	14	14	8	6	1		3	6	4		650		625	
60	476	13	129	142	82	158	64	15	2	88	32	20	1	10450	1200	8826	670
65	513	14	143	156	96	166	70	16	2	96	38	24	1	11100	1200	8950	670
157	769	34	238	211	171	296	158	25	2	139	101	97	8	20279	1468	13641	748

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOL TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of School Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Lamar County	4875	186	674		2453	122	433		105	70	85	
Lauderdale County Rural Dis'ts	4253	30	858		2433	25	564		105	60	88	
Florence, City of	701	75	155		544	59	85		180	180	4	
Totals for County	4954	105	1013		2977	74	649		121	76	92	
Lawrence County	3390	74	799		2054	44	460		110	61	71	
Lee County Rural Districts	1688	225	2908	29	1125	151	1570	19	147	87	42	
Opelika, City of	449	123	291	17	849	114	147	13	180	160	2	
Phenix, City of	500	13	60	8	371	8	36	4	160	160	1	
Totals for Cities	949	136	351	25	720	122	183	27	170	160	3	
Totals for County	2637	261	3259	54	1845	273	1753	46	156	89	45	
Limestone County	3886	26	879		2253	13	630		127	42	63	
Lowndes County	704	100	4252	18	502	63	3042	10	142	91	34	
Macon County Rural Districts	650	62	4630	24	420	44	2801	21	150	100	31	
Tuskegee, City of	138	40	168		119	36	97		180	140	1	
Totals for County	788	102	4798	24	539	80	2898	21	158	101	32	
Madison County Rural Districts	6529	277	2538	1	2922	199	1458	1	148	83	72	
Huntsville, City of	676	170	610	43	419	133	369	38	175	175	2	
Totals for County	7205	447	3148	44	3341	331	1827	39	166	113	74	
Marengo County Rural Districts	1853	184	3102	11	1480	147	1788	8	114	76	63	
Demopolis, City of	195	43	325		145	33	293		180	180	1	
Totals for County	2048	227	3427	11	1625	185	2086	8	126	93	69	
Marion County	5061	118	105		3514	66	61		89	66	91	
Marshall County	7802	191	216		4841	121	157		120	80	84	
Mobile County Rural Districts	4309	193	2321	19	2939	146	1491	16	160	160	70	
Mobile, City of	4779	687	1864	110	3415	615	1275	101	180	180	11	
Totals for County	9088	860	4185	129	6354	761	2766	117	171	169	81	
Monroe County	2936	159	2581	1	1731	117	1531		120	65	73	
Montgomery County Rural Dis'ts	1571	151	6529	8	1118	114	4142	4	160	100	53	
Montgomery, City of	2783	548	1885		2267	466	1456		180	180	10	
Totals for County	4354	699	8414	8	3385	680	5598	4	174	121	63	
Morgan County Rural Districts	4915	125	1018	1	3030	78	539		134	105	74	
Decatur, City of	365	96	274	21	276	75	167	15	180	180	1	
New Decatur, City of	972	113	188		787	99	100		180	180	5	
Totals for Cities	1337	209	462	21	1063	174	267	15	180	180	6	
Totals for County	6252	334	1480	22	4093	252	806	15	147	129	80	
Perry County	1528	91	3987	25	977	60	2478	20	152	109	45	
Pickens County	3452	217	3739	30	2223	147	2322	25	106	80	74	
Pike County Rural Districts	3243	198	2395	15	1855	82	1362		108	50	67	
Troy, City of	409	34	337		337	30	220		167	167	1	
Totals for County	3652	232	2792	15	2192	112	1582		120	66	68	
Randolph County Rural Distr'ts	5098	365	1132		2829	222	620		117	76	73	
Easton, City of	418	67	123		304	30	199		180	120	3	
Totals for County	5516	432	1255		3133	252	729		124	82	76	

DEPARTMENT OF EDUCATION.

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LEMENT. ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No.	No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Libraries	
	White		Colored		White				Colored									
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	White	Colored	White	Colored	White	Colored
8	58	51	9	8	11	21	36	41			3	12	11		788		346	
21	37	67	2	19	1	7	36	60		1	3	17	50		3500		1500	
1	1	19	1	2	9	6	2	3		1	2		2	1	350	20	275	25
12	38	86	3	21	10	13	38	63		2	5	17	52	1	3850	20	1775	25
1	40	65	6	16	3	25	37	30			6	16	13		870		440	
4	7	64	9	31	7	7	31	18	2		3	30	29	1	2929	50	1366	25
1	2	12	1	5	3	8	1	2			3	3	2	1	500	60	1000	20
1		11	1	1			10	1			1	1						
1	2	23	2	6	3	8	11	3			4	4		1	500	60	1000	20
1	9	77	11	37	10	15	42	19	2		12	34	31		3429	110	2366	45
	26	50	2	14	3	12	21	40				16	13		787		390	
12	39	29	43		12	13	13	13	1		3	63	17	2	1288	50	635	15
	36	5	61		5	9	17	6	6	1	7	62	11	2	1254	344	765	173
1	6	1	1		3	4					1	1	1		1000		700	
1	42	6	62		8	13	17	5	6	1	8	53	12	2	2254	344	1465	173
24	77	12	10		22	24	43	22	3		4	35	54		3952		1874	
3	15	2	9		9	5	4		3		8		2	1	1500	200	2000	500
37	92	14	32		29	47	22	6			12	35	56	1	5452	200	3374	500
17	70	21	26		10	22	44	11	2		3	42	29		3103		1569	
1	7	1	5		4	3	1		1		1	4	1		900		1000	
18	77	22	31		14	25	45	11	3		4	46	30		4003		2569	
2	51	3	2		3	19	36	60				3	12		854		394	
1	62		5		11	33	43	46				6	50		4325		1920	
1	131	8	49			32	65	43			17	40	39	6	4507	723	2010	195
1	126	4	31		19	20	52	14	1		20	13	11	3	4689	393	2679	145
1	267	12	80		19	52	117	57	1		37	53	50	9	9196	1121	5639	340
	84	20	27		13	6	44	32			5	42	31		2046		1114	
	63	17	31		23	24	23	6	2		21	75	27	4	2599	35	1230	9
	77	3	32		35	26	9	7	7		22	8	10	1	8550	80	2850	10
	140	20	113		53	50	32	13	9		43	81	37	5	9149	115	4080	19
	67	9	11		12	11	26	57	1		6	14	10		603		233	
	10	1	4		4	3	3		1		2	2	1		250		200	
	21	2	1		4	7	11	2			3		1		768		360	
	31	3	5		8	10	14	2	1		5	2	2		1018		560	
	98	12	16		20	21	40	59	2		10	16	12		1521		843	
	56	18	40		10	15	22	16	5	1	9	43	31	1	3402	25	1572	15
		18	36		14	20	32	47	2		8	44	46		3338	70	1565	30
	58	11	37		10	12	31	29	1	1	10	36	21		1916		935	
	14		4		11	3			1		2	1	1	1	800	25	500	12
	75	11	41		21	15	31	29	2	1	12	37	22	1	2716	25	1435	12
	63	7	16		3	13	37	51			2	21	30		3288		1700	
	9	1	1		3	2	6				1	1	1		710		1260	
	72	8	17		6	20	43	51			3	22	51		3998		2950	

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Russell County Rural Districts	867	95	3807		517	76	2186		152	74	26	4
Girard, City of	411	80	191	27	318	26	134	19	169	169	2	
Totals for County	1078	125	3798	27	835	102	2320	19	152	80	28	4
Shelby County	4484	89	965	14	2632	66	624	2	120	80	81	2
St. Clair County	3387	134	492		1990	78	296		117	73	71	1
Sumter County	1214	198	3152	10	918	172	2302	7	152	86	32	3
Talladega County Rural Dist's	3821	184	3894		1945	115	1781		143	102	58	1
Talladega, City of	587	99	263		432	78	115		180	120	2	
Totals for County	4388	283	3657		2377	191	1896		150	103	60	1
Tallapoosa County	4396	526	2029	8	2894	292	1817	8	108	96	79	4
Tuscaloosa County Rural Dist's	5886	177	2353		3464	128	1323		105	100	107	1
Tuscaloosa, City of	1118	283	607		948	182	376		180	180	5	
Totals for County	6949	410	2860		4412	306	1704		123	118	112	4
Walker County Rural Districts	6808	276	1178	6	4418	212	617	4	102	105	103	1
Jasper, City of	452		108		346		77		180	160	1	
Totals for County	7255	276	1286	6	4764	212	694	4	108	109	104	1
Washington County	1971	89	622		1346	26	322		110	93	61	1
Wilcox County	1317	249	1998	9	846	177	1016	4	151	81	54	2
Winston County	2871	104			1806	60			118		57	
Rural Districts	253217	9851	122813	359	151917	6421	76559	233	121	88	4568	197
Totals for Cities	48556	6366	20682	717	5036	14068	635	179	176	134	7	
Grand Total	296773	15717	142995	1076	184953	11457	90627	868	132	104	4700	205

DEPARTMENT OF EDUCATION.

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value Librs
		White		Colored		White				Colored								
		White	Colored	Male	Female	Male	Female	Life	First	Second	Third	Life	First			Second	Third	
26	43	8	29	12	33	10	31	12	4	3	...	6	...	14	...	1040	...	599
27	1	3	9	1	...	1	3	7	...	2	...	1	1	...	...	...	...	...
28	44	11	33	13	36	11	14	49	4	5	...	7	27	14	...	1040	...	599
31	24	45	61	9	17	9	9	46	42	1	2	...	20	14	1	1255	5	662
71	...	37	66	...	15	3	12	41	47	...	...	...	15	33	...	2332	...	1190
32	31	9	49	16	23	3	26	23	6	1	...	4	34	13	1	2193	50	1200
45	39	21	59	9	46	7	12	35	26	...	...	7	48	24	...	1764	...	890
1	3	2	16	...	3	6	7	1	2	...	...	...	8	1	...	300	...	300
47	42	23	75	9	49	13	19	36	26	...	...	7	51	25	...	2064	...	1190
79	43	42	85	6	41	16	27	46	38	2	1	15	29	27	...	2477	...	1605
107	47	36	121	14	35	16	23	60	58	3	...	9	37	72	...	5198	...	2403
5	2	2	33	1	10	7	9	16	4	2	...	9	1	5	1	2777	75	1761
112	49	33	154	15	46	23	32	75	62	5	...	17	38	77	1	7975	75	4164
105	18	73	102	10	21	15	38	67	55	2	1	15	18	33	...	2977	...	...
1	1	1	10	1	1	1	4	4	2	...	...	2	...	1	...	300	...	200
104	...	74	112	11	22	16	42	71	67	2	1	17	13	34	...	3277	...	1496
51	11	15	60	5	9	1	11	28	35	...	...	...	14	3	...	486	...	180
43	21	16	56	15	23	13	8	30	21	1	...	24	23	14	...	2193	...	1770
31	...	33	34	...	...	2	14	23	33	...	...	...	...	2	...	654	...	255
423	1494	2160	4275	606	1672	598	1197	2431	2209	66	17	360	1735	1636	36	144269	2563	73167
134	75	149	1159	64	309	380	299	357	133	43	6	205	106	89	14	49254	2903	41967
412	1669	2309	5444	670	1880	978	1496	2788	2342	109	23	565	1341	1725	60	193523	5466	115184

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White
	White	Colored	State	County	White			Colored					
					District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Autauga County Rural Districts	43	9	15		14	10		1		2	26		\$ 20470
Prattville, City of	10						1					1	15000
Totals for County	53	9	15		14	10	1	1		2	26	1	35470
Baldwin County	92	9	44		16	24				3	17		56040
Barbour County Rural Districts	32	10	21	1	30	10		3		15	23		21420
Eufaula, City of							3					1	25000
Totals for County	32	10	21	1	30	10	3	3		15	23	1	56420
Bibb County	91	8	27		19	12				4	9		71900
Blount County			29		46	10					7		53400
Bullock County Rural Districts	24	7	9		14	9		2		14	30		20620
Union Springs, City of	10						1					1	40000
Totals for County	34	7	9		14	9	1	2		14	30	1	60620
Butler County Rural Districts	28		36		27	8				29	17		30070
Greenville, City of	6	1					1					1	14000
Totals for County	28	1	36		27	8	1			29	17	1	44070
Calhoun County Rural Districts	46	10	39		11	13				14	5		48450
Anniston, City of	30	9					4					1	48500
Jacksonville, City of	4												
Piedmont, City of	3						1						30000
Totals for Cities	37	9					6					1	98500
Totals for County	83	19	39		11	13	6			14	5	1	146950
Chambers County Rural Districts	70	20	31		21	1		1		29	4		110060
Annett, City of	10						4					1	40000
Totals for County	80	20	31		21	1	4	1		29	4	1	150060
Cherokee County	32		24		29	17					10		36360
Chilton County	36	5	26		44	4				12	10		48520
Choctaw County	26		35		18	6				36			39350
Clarke County	59	15	28		46	11		5		26	21		70020
Clay County	29		41		6	26					7		25300
Clayborne County	62		31		23	7				2	1		41270
Coffee County Rural Districts	37	5	38	1	27	3				5	17		46402
Enterprise, City of	7						1					1	2000
Totals for County	44	5	38	1	27	3	1			5	17	1	48402
Columbia County Rural Districts	26	3	21		16	13				12	8		22200
Sheffield, City of	1						2					1	25000
Tuscumbia, City of		3					1					1	25000
Totals for Cities	1	3					3					2	50000
Totals for County	26	6	21		16	13	3			12	8	2	72200
Conecuh County	36	2	31		34	8		5		10	19		29720
Coosa County	67	9	27		6	17		1		8	17		41680
Crawford County Rural Districts	42		48		40	4				12	1		51300
Calusie, City of							1						7000

**TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF
MENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED
BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.**

No of ment	Schoolhouses supl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No Visits by County Supts. and Assistants	
	White	Colored	White Male	White Female	Colored Male	Colored Female	White	Colored	White	Colored	White	Colored
386	25		\$ 304	\$ 288	\$ 108	\$ 99	\$ 16112	\$ 2934	\$ 168	\$	40	1
500	1	2		535	160	223	5355	829	375	120		
836	26	2	304	345	112	114	20467	3763	543	180	40	1
236	54		442	324	158	155	39056	3275	1447	136	158	33
315	18	1	453	343	120	119	28405	4831	482		40	1
500	2	1	1350	530	405	130	7470	945				
816	20	2	531	370	136	125	35875	5826	482		40	1
1910	45	5	441	355	323	137	34538	3995	485	66	132	12
800	47		302	219	40	68	29696		222		54	
767	27	2	712	425	118	104	22367	5272	212	29	97	30
500	1	1	1500	507	315	236	9580	787				
1267	28	5	835	446	133	111	31447	6159	212	28	97	30
1395	38		250	256	116	91	27850	5037	1095		121	65
250	1	1	1220	515	360	130	6563	540				
1646	39	1	417	310	128	93	31111	6577	1095		121	65
390	44	1	409	302	144	112	31702	2443	277	4	71	20
500	4	2	1059	495	469	250	17641	2788	165			
50	1	1	1350	700	150	150	3450	300	65			
50	2	1	1005	393		120	4860	120	100			
600	7	4	1081	494	363	235	25961	3208	330			
990	61	5	527	373	253	153	57553	5656	607	4	71	20
3150	52	5	496	337	171	118	41435	5828	1179		95	37
200	1	1	938	371	300	200	7315	700				
3250	53	6	524	343	181	123	49300	6528	1179	95	95	37
105	30		290	246	125	81	21281	360				
200	32	1	359	266	155	109	30785	2808	556		115	24
320	30		331	305	80	79	23031		581		19	
250	32	1	452	324	118	106	37094	6130	1438	195	85	
125	38		328	301		116	30578	315	212		94	1
	9		247	254	100	50	16524	200	216		48	2
322	33	1	312	219	164	95	26449	2557	38		117	40
50	1	1	1200	543	350	180	4453	530	38			
372	34	2	333	243	201	99	30907	3037	38		117	40
360	21	3	393	302	186	119	18120	2340	343		36	11
300	1	1	1600	533	360	255	7527	1126				
500	1	1	1500	501	675	275	5010	2052		676		
800	2	2	1550	525	618	260	12537	3177		678		
1160	23	5	496	379	231	163	30657	6017	343	675	36	11
446			317	280	76		24703	4339	766		153	43
325			396	305	256	141	23143	4329			120	26
235	24		355	281	167	123	37180	1723	591	30	157	7
	1	1	1125	539	186		3245	372				

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Florala, City of	7	2				1					1		2000
Totals for Cities	7	2				1	1				1		3000
Totals for County	50	2	48		40	5	1			12	2		14197
Crenshaw County	87	2	22	3	36	9			1	10	6		4189
Cullman County Rural Districts	61		43		63	7							6430
Cullman, City of							1						1800
Totals for County	61		43		63	7	1						8230
Dale County Rural Districts	49		37		25	5					18		5547
Darrk, City of							2					1	2000
Totals for County	49		37		25	5	2				18	1	7547
Dallas County Rural Districts	9		6	2	14	19				8	90		1280
Selma, City of							4					1	9500
Totals for County	9		6	2	14	19	4			8	90	1	10780
DeKalb County	45		38		58	4		1		3			8145
Elmore County	60	11	39		21	2				15	20		10174
Escambia County Rural Districts			50		27	4				8	6		3269
Brewton, City of							1						3000
Totals for County			50		27	4	1			8	6		6269
Etowah County Rural Districts	42		34			43					6		2070
Alabama City, City of						1							2000
Attalla, City of	8	1					1					1	1900
Gadsden, City of							5					1	10900
Totals for Cities	6	1				1	6					2	14900
Totals for County	48	2	34			44	6				6	2	16876
Fayette County	51		23		41	16		2		8	3		3375
Franklin County Rural Districts	46		39		26	11		1		1	4		4533
Russellville, City of	6	1					1						700
Totals for County	52	1	39		26	11	1	1		1	4		5293
Geneva County	24		35		32	1					6		9500
Greene County	24	40	2	1	24	2		1		32	26		2129
Hale County Rural Districts	8	1	9	4	11	17		1	2	2	51		562
Greensboro, City of	5						1						1550
Totals for County	13	1	9	4	11	17	1	1	2	2	51		2212
Henry County	31	7	24		14	1		1		16	10		2975
Houston County Rural Districts	47		23		30	15				5	10		4679
Dothan, City of							3					1	11600
Totals for County	47		23		30	15	3			5	10	1	15279
Jackson County Rural Districts	76	1	28	5	39	37				6	8		5702
Bridgeport, City of	3						1						900
Totals for County	79	1	28	5	39	37	1			6	8		6602
Jefferson County Rural Districts	207	27	42	1	46	51		2	1	12	60		21781
Bessemer, City of							4					2	12000
Birmingham, City of							38					11	136876
Totals for Cities							37					13	148876

DEPARTMENT OF EDUCATION.

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DAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS. Continued.

Value of Equipment	S'h'houses suppl'd with Pat. Desks	Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No Visits by County Supts. and Assistants	
		White		Colored		White	Colored	White	Colored	White	Colored
		Male	Female	Male	Female						
1000	50	1	1	1000	467	350	175	4725	525	75	20
4500	50	2	2	1083	540	241	175	12970	897	75	20
11891	285	36	2	891	342	211	186	50150	2620	766	50
2951	407	18		377	175	140	120	25677	2210	26	
5340		40		251	223		206	34336	412	6022	
1000		1		1250	483			4632			
7340		41		267	248		206	38968	412	6022	
6850	400	48	2	385	277	75	77	27604	1391	1227	50
1500		1	1	1000	571	360	240	7000	840		
8150	400	49	3	406	318	133	98	34604	2231	1227	50
1295	72	27		648	484	100	99	27921	9715	419	21
10000	2000	4	1	1882	707	900	307	25750	3663		
11295	2072	31	1	1099	561	147	119	53671	13378	419	21
8705	100	31	1	361	260	126	70	40799	486	577	
10760	980	50	3	561	331	112	119	41152	4313	934	201
5136	105	32	1	402	291	169	134	38464	2797	670	35
1000	100	1	1	1125	495	300	150	6210	500	125	
6136	205	33	2	474	308	180	137	39674	3297	695	35
6719		33		330	263	160	100	27269	780	221	
1500		3		1500	438			6315			
1000	50	1	1		610	360	173	3060	523		
6765	300	5	1	1152	491	450	225	21465	1350	150	50
9265	350	9	2	1210	482	405	216	30740		150	50
3984	350	44	2	500	355	258	172	58009		371	50
5425	465	32	1	234	221	170	160	21681	2140	202	
5545	50		1	257	187	112	92	23815	572	294	
300	40	1	1	800	408	150		2840	150		
5045	90	32	2	287	206	131	92	26656	722	294	
4000	500	16	2	384	292	197	107	35419	1502	120	
3160	437	23		1500	409	125	110	15013	6738	1196	34
955	62	12	12	369	324	140	115	14959	7087	489	29
1250	20	1	1	1500	585	350	210	2840	560	240	
2205	82	13	13	502	348	152	117	18799	7597	679	29
	600	20	1	386	291	131	66	18338	2310	126	
5224	130	31		399	270	115	95	32328	1465	32734	
5000	6000	3	1	1409	665	525	315	21593	1630		
0224	6130	34	1	471	411	271	136	53921	2995	32734	
5967	200	37	1	371	269	110	82	44736	1815	1120	
500	75	1	1		345		188	1380	186		
7467	275	38	2	371	273	110	90	46116	1501	1120	
4124	10435	128	51	612	416	291	262	162728	30682	6088	390
2250	1000	4	3	1221	587	540	272	27842	4355	200	30
18585	12500	35	19	1428	628	707	371	385126	56970	19085	
0835	13500	39	23	1412	624	695	360	412968	61325	21085	30

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White.
	White	Colored	State	White				Colored					
				County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Totals for County	207	27	42	1	46	51	37	2	1	12	■	■	170887
Lamar County	87	2	41	2	27	13				1	13		4841
Lauderdale County Rural Districts			43		30	15				2	19		5135
Florence, City of							3					1	2700
Totals for County			43		30	15	3			2	19	1	7835
Lawrence County	20	4	39		27	5			2	7	11		3041
Lee County Rural Districts	41		21		18	3		3		26	9		4160
Opelika, City of							2						6000
Phenix, City of							1					1	1200
Totals for Cities							3					1	7200
Totals for County	41		21		18	3	3	3		26	9	1	11860
Limestone County	75		41		16	12					15		3040
Lowndes County	21	46	8		12	15		7		11	40		1826
Macon County Rural Districts	11		19		4	8		11		33	6		1785
Tuskegee, City of	3	1	1				1					1	1800
Totals for County	14	1	19		4	8	1	11		33	6	1	2785
Madison County Rural Districts	110	37	24	■	26	18		1		19	20		7848
Huntsville, City of	10	6					1					1	4500
Totals for County	120	43	24	4	26	18	1	1		19	20	1	12848
Marengo County Rural Districts	49	3	33		15	20				7	37		4327
Demopolis, City of							1					1	3000
Totals for County	49	3	33		15	20	1			7	37	1	7327
Marion County	76		49		14	28				5			4641
Marshall County	60		38		27	19					6		7059
Mobile County Rural Districts	120	57		66		14			16		23		7030
Mobile, City of	41	24		11					8				37700
Totals for County	171	81		67		14			19		23		44730
Monroe County	47	2	32		21	20		1	1	24	20		4062
Montgomery County Rural Districts	49	34	21		14	18		4		12	77		4368
Montgomery, City of							9					2	39425
Totals for County	49	34	21		14	18	9	4		12	77	2	42633
Morgan County Rural Districts	48	15	26	1	42	5				7	10		7817
Decatur, City of	4	1					1					1	2500
New Decatur, City of							5					1	6000
Totals for Cities	4	1					6					2	8500
Totals for County	52	16	26	1	42	5	6					2	16317
Perry County	38	2	14		19	12		1		4	46		2658
Pickens County	34	5	32		33	9		4		37	19		6910
Pike County	43	5	18	1	46	2				43	3		3751
Froy, City of							1						3000
Totals for county	43	5	18	1	■	2	1			43	3		6751
Polk County Rural Districts	45		43		30					13	5		4330

TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF
MENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED
BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

No of ment	S'h'houses supl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No Visits by County Supts. and Assistants	
	White	Colored	White Male	White Female	Colored Male	Colored Female	White	Colored	White	Colored	White	Colored
23935	167	74	943	555	457	321	575696	92007	27168	420	844	344
16	23	---	257	204	123	70	25344	1540	416	---	99	9
840	25	---	291	251	75	67	27542	1432	7100	100	132	21
200	4	1	1500	416	360	180	9404	720	50	20	---	---
1040	30	1	323	297	170	76	36946	2152	7150	120	132	21
315	48	---	229	254	92	91	22583	1920	---	---	79	---
674	39	3	696	434	141	123	27537	5250	976	---	41	4
150	2	1	1238	636	400	200	10232	1400	360	---	---	---
100	1	1	---	360	345	120	3960	465	---	---	---	---
250	3	2	1238	505	372	187	14192	1965	360	---	---	---
924	42	5	760	455	183	138	41770	7115	1336	---	41	4
---	47	---	851	272	49	43	22772	695	---	---	186	---
1097	26	6	677	479	146	109	26797	9021	882	445	58	145
2540	24	2	---	397	132	132	14297	8985	38	92	59	59
200	1	1	1200	625	350	210	4950	560	400	120	---	---
2740	25	3	1200	430	210	134	19247	9545	438	212	59	59
330	63	2	535	333	103	108	43319	4470	630	75	228	27
1000	2	1	1245	549	535	270	11970	3600	200	100	---	---
1380	65	3	592	368	172	145	55789	8070	830	175	228	27
575	46	3	541	384	86	77	36061	3806	740	---	54	5
800	1	1	1500	505	675	200	5034	1675	1527	400	---	---
1375	49	4	594	395	113	83	41095	5481	2267	400	54	5
25	26	---	192	138	55	63	20368	870	33	---	75	---
---	53	---	320	213	---	---	36249	400	336	---	206	7
850	65	15	542	434	290	226	62592	13405	800	865	175	95
2250	11	5	1276	593	495	276	33200	---	500	150	---	---
3110	76	20	976	515	358	247	150792	24043	1300	816	175	95
331	45	---	390	233	104	93	28039	4591	4027	147	163	55
1213	35	4	735	513	151	126	42448	12968	330	184	154	31
2014	10	4	1714	720	675	317	67478	12192	---	---	---	---
3227	45	8	1033	623	230	182	109926	25160	330	184	154	31
75	23	---	323	259	162	140	29958	2999	1204	10	158	11
500	1	1	1500	553	450	225	7035	1850	---	---	---	---
100	5	2	1158	531	338	227	14631	903	180	---	---	---
600	6	3	1244	638	375	225	21666	2253	180	---	---	---
675	29	3	519	299	215	167	51624	5252	1334	10	158	11
161	35	---	803	374	169	132	25691	3322	289	33	13	57
712	49	3	372	238	85	---	30647	4482	582	---	---	11
743	50	---	275	316	33	67	24923	2857	1568	---	6	2
250	1	2	1300	472	---	231	8406	1125	---	---	---	---
393	51	2	336	345	33	88	33334	3932	1568	---	6	2
495	41	---	313	261	117	123	30844	2365	1750	---	92	---

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses								Value of School- houses and Sites— White		
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District		Private Owners	Cities
Roanoke, City of	11						2					1	55000
Totals for County	56		48		20		2			18	5	1	101300
Russell County Rural Districts	32		19		6	2		11		2	30		39791
Sirard, City of	3	1					3					1	24900
Totals for County	35	1	19		5	2	3	11		2	30	1	63791
Shelby County	78	17	28		33	20				9	15		50754
St. Clair County	103		27		30	14					15		49850
Sumter County	31	1	14		8	10		1		2	34		59704
Talladega County Rural Districts	60	15	23	3	19	13				33	22		40750
Talladega, City of							2					1	40000
Totals for County	60	15	23	3	19	13	2			33	22	1	30750
Tallapoosa County	54	2	22	4	49	4		1	2	24	16		91350
Tuscaloosa County Rural Districts	49	9	30		58	19				17	30		64854
Tuscaloosa, City of							5					1	100200
Totals for County	49	9	30		58	19	5			17	30	1	158054
Walker County Rural Districts	106	2	33		36	34				3	15		115541
Wasper, City of							1						30000
Totals for County	106	2	33		36	34	1			3	15		145541
Washington County	27	5	26		15	20		1		3	10		22913
Wilcox County	8		10	3	19	22		2		11	14		35215
Winston County	35		27	2	19	9							55670
Rural districts	3310	464	1903	96	1702	866		75	26	715	1159		32489197
Totals for Cities	174	49				1	133					40	3619221
Grand Totals	3484	513	1903	95	1702	867	133	76	26	715	1159	40	7128413

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School-houses and Sites Colored.	Value of Equipment		S'h'lhouses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No. by C Supt. Ass'ts
	White	Colored	White	Colored	White		Colored		White	Colored	White	Colored	White
					Male	Female	Male	Female					
1000	1809	200	3	1	1282	510	220	150	7865	370			
5376	7815	695	44	1	858	239	130	128	28199	3235	1750		92
14470	3552	1342	23	4	826	447	106	98	19572	4490	258	157	44
200	3300	100	2	1	653	533	526	240	5763	1248			
14670	7352	1442	25	5	779	467	138	109	26335	5736	258	157	44
2950	2950	170	49	1	475	252	187	90	36816	2862	70	5	32
	6720	290	40		416	226		123	30327	1845			110
500	7112	532	21	1	752	462	127	109	29396	1111	463	133	25
6323	4917	820	43		508	369	143	140	32442	7782	102	11	177
600	2500	100	2	3	1575	575		168	12350	504			
7185	7417	720	45	3	601	413	148	142	44792	8286	102	11	177
10526	10520	929	59		433		221	109	47005	5800	324	272	77
10605	8970	1074	37	7	336	271	205	134	44834	7559	738	36	351
8500	7500	600	5	2	1530	616	439	278	23400	3217	150	20	
19105	16470	1674	92	9	399	345	221	165	68234	10776	888	106	351
52875	11749	6875	42	3	379	252	307	176	11111	6766	1046	28	180
	2500		1	1	1680	477	400	240	8453	640			
52875	14249	6875	43	4	397	272	315	179	59858	7406	1046	28	180
2050	4294	345	29		321	212	124	111	17539	1632			56
3025	5048	250	20	1	632	429	79	73	34127	3560	265		
	2983		10		235	229			18129		132		63
5435299	3413119	50407	2404	164	382	305	161	122	32150556	279998	38931	3857	7292
292217	296218	33849	134	75	1349	594	436	308	695928	122917	25747	1716	
729515	708337	84256	2633	239	444	367	159	153	3046484	402915	114676	5573	7292

RECEIPTS

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration of erect'n of schoolhouses	From all other sources	Total
Autauga Co. Rural Dist.	\$	\$ 18646	\$	\$	\$	\$ 148	\$ 711	\$ 287	\$ 437	\$ 2023
Prattville, City of	506	5425				1501				741
Totals for County	506	24071				1544	711	287	437	2764
Baldwin County	4599	40742		571		1770	101	2626	2844	5327
Barbour Co. Rural Dist.	80	30723				3332	1139	613	529	3641
Eufaula, City of		5000	2040			1850				881
Totals for County	80	35723	2040			5182	1139	613	529	4522
Bibb County	536	29032		470		2877	11753	545	1445	4606
Blount County	1378	29363				1600	562	1935	238	3507
Bullock Co. Rural Dist.	1164	28211				808	1520	2700	2340	3678
Union Springs, City of		5825	4599						255	1047
Totals for County	1164	33836	4599			808	1520	2700	2615	4724
Butler Co. Rural Dist.	36	36641					1485	2300	1126	4158
Greenville, City of	694	5890	640			2290				921
Totals for County	730	42241	640			2290	1485	2300	1126	6081
Calhoun Co. Rural Dist.	271	35174				1607	615	6867	1474	4606
Anniston, City of	1182	16952	7000	2600		4833				3254
Jacksonville, City of		2500				1194			887	458
Piedmont, City of		3800	958			600			200	541
Totals for Cities	1182	23252	7958	2600		6627			1147	4270
Totals for County	1453	58426	7958	2600		8234			2621	5877
Chambers Co. Ru'l Dist.	206	44168		2623		1372	3963	1377	1249	5490
Lanett, City of		5390	992			662			2495	1053
Totals for County	206	49558	992	2623		2034	3963	1377	4744	6543
Cherokee County	558	20559				27	3408	1000	77	2562
Chilton County	246	29091		724		438	5167	6669	1690	4392
Choctaw County	26	25776	125			363	960	1940	1164	3025
Clarke County	1462	35635	108	1851		2894	4777	1706	1829	5628
Clay County		25750		145		1180	6638	3200	2197	3911
Cleburne County	265	16243				1386	200	3597	563	2224
Coffee Co. Rural Dist.	267	29034				749	1436	566	196	3224
Enterprise, City of		3200	145			2030			30	546
Totals for County	267	32234	145			2779	1436	566	226	3769
Colbert Co. Rural Dist.	66	20959		155		368	109	10800	1362	3381
Sheffield, City of		4137	5634			38				980
Fuscomb, City of	56	3370	3260			1987				367
Totals for Cities	56	7507	8894			2025				1848
Totals for County	122	28466	8894	155		2393	109	10800	1362	5230
Conecuh County	508	28140		1750		939	1423	10705	1500	4494
Cook County	178	20846				286	7479	1445	2395	3261
Winston Co. Ru'l Dist.	803	38039		1537		1120	1406	224	452	430
Delata, City of		3716	1456	45312		4257				54

DEPARTMENT OF EDUCATION.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of sch'houses	From all other sources
Florida, City of	2	1885	1800		7	2491			5
Totals for Cities	2	5691	3056	45312	7	9758			5
Totals for County	806	43640	8056	46849	7	7878	1406	284	463
Crenshaw County	326	26383				1416	1287	869	217
Cullman Co. Rural Dist.	182	36240				804	1177	4959	698
Cullman, City of	1472	1950	800	2984	2	196			30
Totals for County	1654	37190	800	2984	2	999	1177	4959	728
Dale Co. Rural Districts	385	26334				2600	1222	1196	1277
Opark, City of		2000				850			5300
Totals for County	385	30334				3650	1222	1196	6577
Dallas Co. Rural Dist.	55	37646				697	1104	4248	1716
Seima, City of	7018	16000	14145			5483			1916
Totals for County	7073	53646	14145			6180	1104	4248	3631
DeKalb County		30896				1466	12369	6816	1244
Elmore County		36945		1654		1885	7755	4812	2627
Escambia Co. R'al Dist.	758	37183				461	1692	1200	668
Brewton, City of		5000	2000			1950			
Totals for County	758	42183	2000			2361	1692	1200	668
Etowah Co. Rural Dist.	926	28808				126	1642	400	560
Alabama City, City of	51	5244	2809			178			
Attalla, City of	659	1900	600			1347			12
Gadsden, City of	351	11800	1332	10979		1916			
Totals for Cities	1061	18944	4741	10979		3440			12
Totals for County	1887	47752	4741	10979		3566	1642	400	672
Fayette County	790	23126				1722	3596	40	646
Franklin Co. Rural Dist.	27	21332				1253	2678	759	880
Russellville, City of		1406				1873			
Totals for County	27	12738				3131	2678	759	880
Geneva County	10	29345	1168			10078	444	1125	980
Greene County	5167	21286			72	961	1200	8	754
Hale Co. Rural Districts	27	21819		30		841	298	494	609
Greensboro, City of		3149				1502			3183
Totals for County	27	24968		30		2343	298	494	3792
Henry County		19159				1594	616		1122
Houston Co. Rural Dist.	261	31720			130	2732	1569	4910	724
Dothan, City of	3197	10000				10544			
Totals for County	3458	41720			130	13276	1569	4810	724
Jackson Co. Rural Dist.	2220	33327	1073	2900		350	10493	1000	1448
Bridgeport, City of	137	1450	258						
Totals for County	2357	34777	1331	2900		350	10493	1000	1448
Jefferson Co. R'al Dist.	1642	190811	18115		52	6739	18469	7969	15765
Bessemer, City of		25000	12500			269			322
Birmingham, City of		260875	276372		1400	2914			241
Totals for Cities		285876	288872		1400	3188			563
Totals for County	1642	476686	306987		1452	9922	18469	7969	16328

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by patrons	From State and local sources for alteration & erect'n of sch'lhouses	From all other sources	Total
Lamar County	986	22849		950		1799	3929	1929	316	3270
Landerdale Co. Ru. Dist.	295	31879					915	6000		3906
Florence, City of	78	7021	3151		2	2023			23	1229
Totals for County	373	38900	3151		2	2023	915	6000	23	5138
Lawrence County	803	24730					987	1000	1147	2836
Lee Co. Rural Districts	32	29198	2133			2489	1087	4426	98	3946
Opelika, City of	285	5053	3500			3993				1284
Phoenix, City of	35	4223	710	1683						665
Totals for Cities	320	9286	4210	1683		3993				1949
Totals for County	352	38464	6343	1683		6482	1087	4426	98	5895
Limestone County	516	24232				762	856	480	354	2720
Lowndes County	406	34289				787	2021	4748	2898	
Macon County Ru. Dists.	294	24166				440	534	717	599	2634
Paskegee, City of		3065	1010			1960				602
Totals for County	294	27221	1010			2400	534	717	599	3236
Madison Co. Rural Dists.	336	51852	12	600	15	1438	506	5597	7138	6749
Montville, City of		8577	8738			782				1804
Totals for County	336	60429	8750	600	15	8170	506	5597	7138	8554
Marengo Co. Rural Dists.	322	39698				892	1088	700	862	4406
Demopolis, City of	116	5338	1387	20000	5000	1121			5	3296
Totals for County	338	45034	1387	20000	5000	2013	1088	700	867	7702
Marion County		21812		30		69	2118	947	35	2500
Marshall County	1191	37246		1000		3777	2469	3770	1847	5129
Mobile Co. Rural Dists.	82500		59097		1358	5417	150		1107	14982
Mobile, City of		214517								21451
Totals for County	82500	214517	59097		1358	5417	150		1107	36414
Monroe County	402	31587		1265		1257	2024	1095	4767	4239
Montgom'y Co. Ru. Dist.	167	58008				1514	540	1792	2116	5422
Montgomery, City of	597	32085	60415							9309
Totals for County	764	90093	60415			1514	540	1792	2116	15732
Morgan Co. Rural Dists.	1785	30837		725		2790	2540	1260	441	4037
Decatur, City of	139	3834	4747			1773				1049
New Decatur, City of	8	5843	2000	13902		4183				2593
Totals for Cities	146	9677	6747	13902		5956				3642
Totals for County	1930	40514	6747	14627		8746	2540	1260	441	7680
Perry County	7984	330071		100	327	1332	504	486	285	4400
Pickens County	51	32422				4572	2442	13388	524	5339
Pike County		27015		300		959	1137	3983	1179	3457
Troy, City of		5710	5165	557		34				1152
Totals for County		32725	5165	857		993	1137	3983	1235	4609
Randolph Co. Ru'l Dists.		26064		200		1300	8940	3835	451	4084
Summoke, City of		3800				4238			1208	924
Totals for County		29864		200		5538	8940	3835	1659	5008

DEPARTMENT OF EDUCATION.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Maintenance and incidental fees	Supplement by Patrons	From State and local sources for alteration A erect'n of sch'houses	From all other sources
Russell Co. Rural Distr.	1029	22259	354	370		1043	1560	4218	5174
Girard, City of		5000	1987			1151			1210
Totals for County	1029	27259	2291	370		2194	1560	4218	6384
Shelby County	512	35946				2088	2871	2721	868
St. Clair County	1479	28142		400		267	5277	1555	812
Sumter County	5	35184		471		2058	392	1800	1298
Talladega Co. Ru'l Distr.	12493	36208		370		1814	3541	1691	1024
Talladega, City of		10449	1181			2218			
Totals for County	12493	46656	1181	370		3527	3541	1691	1024
Tallapoosa County	9	41650	1350	1700	2000	5136	3575	2470	4777
Tuscaloosa Co. Ru'l Distr.	1197	49965				2194	7595	5407	1685
Tuscaloosa, City of	873	14412	8000			5205			291
Totals for County	2070	64377	8000			10399	7595	5407	1976
Walker Co. Rural Distr.	424	44250		2096		6976	5301	10162	10520
Jasper, City of	12	3155	675			2559			1251
Totals for County	436	47405	675	2096		9535	5301	10162	11771
Washington County	943	17206				52	1731	244	30
Wilcox County	239	37822			677	2912	200		605
Winston County	210	16854				2739	771	512	665
Rural Districts	\$142845	\$2182482	\$ 88535	\$ 24898	\$ 4631	\$117402	\$191152	\$190248	\$110635 \$3
Totals for Cities	22466	744457	441755	98017	6411	37008			19979 1.
Grand Totals	164811	2926939	525291	122905	11042	204410	191152	190248	130614 4

DISBURSEMENTS

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Super- vising Principals	Total Salaries of Supervisors	Salaries of Principals	Salaries of Teachers
Autauga County Rural Distr'ts	\$ 1270				\$ 1270	\$ 3641	\$ 14405
Prattville, City of					900	5284	5284
Totals for County	1270				1270	4541	19689
Baldwin County	2000		550		2550	8840	33491
Barbour County Rural Distr'ts	1368				1368	5400	27886
Eufaula, City of		1800			1800	1305	5710
Totals for County	1368	1800			3168	6705	33596
Bibb County	1550				1550	11728	26805
Blount County	1080				1080	7315	22769
Bullock County Rural Districts	2000				2000	7699	20540
Union Springs, City of		2000			2000		7367
Totals for County	2000	2000			4000	7699	27907
Butler County Rural Districts	1625		525		2150	2696	29866
Greenville, City of		1500			1600	360	5243
Totals for County	1625	1500	525		3650	3056	34909
Calhoun County Rural Districts	2250		1865		4125	10257	22028
Anniston, City of		2000			2000	4850	13579
Jacksonville, City of						1850	2400
Piedmont, City of		1200			1200	819	3970
Totals for Cities		3200			3200	6010	19949
Totals for County	2250	3200	1865		7325	16267	41977
Chambers County Rural Distr'ts	2000				2000	16090	31223
Lawson, City of		1200	675		1875	300	6340
Totals for County	2000	1200	675		3875	16390	37563
Cherokee County	1020				1020		22121
Chilton County	1400		150		1550	8520	25078
Choctaw County	973				973	5322	20578
Clarke County	1500		270		1770	9586	33419
Clay County	1200		300		1500	9602	21791
Cleburne County	684				684	1681	15043
Coffee County Rural Districts	1500				1500	10872	18134
Enterprise, City of						1560	3428
Totals for County	1500				1500	12432	21562
Colbert County Rural Districts	1162				1162	2256	18704
Sheffield, City of		1800			1800	360	6692
Tusculum, City of						2175	4887
Totals for Cities		1800			1800	2535	11579
Totals for County	1162	1800			2962	4791	30283
Conecuh County	1200		285		1485	6921	23621
Coosa County	1200				1200	6519	20653
Covington County Rural Dist's	1500				1500	8352	30351
Andalusia, City of		1850			1250	1216	6861

DISBURSEMENTS—Continued

Total.....	Balance on hand.....	Other Expenses.....	Teacher Supp's (Cray- ons, Erasers, Tablets, Textbooks Furn'd, etc.).	New Equipment (not Replacements).....	New Bldgs. and G'ds., Alterat'ns of Old Bldgs. (not repairs).....	Repairs, Replacement of Equipm't, Ins., & other Upkeep Charges...	Fuel, Water, Light, Power, Etc.....	Wages of Janitors and other Employees.....	Other Expenses of Supervision.....	Total Salaries of Teachers, including Supervisors.....
\$ 19316	\$ 228	\$ 26	\$ 66	\$ 40	\$ 191	\$ 285	\$ 72	\$ 248	\$ 18	\$ 19316
6184	146	557	50	187	187	115	115	248	18	6184
25500	874	588	116	40	191	422	187	243	18	25500
44881	2436	1012	210	729	2876	389	459	230	51	44881
34654	322	128	86	92	540	273	276	45	18	34654
8415	8890	50	25	100	100	75	75	225	18	8415
43069	322	178	111	92	540	373	351	270	18	43069
40083	681	2182	268	418	211	1492	704	619	18	40083
31164	56	184	184	110	1473	1779	194	56	69	31164
30239	126	699	162	188	3957	801	507	36	48	30239
9367	10479	109	10	220	250	250	219	304	18	9367
39606	126	808	172	408	3957	1051	726	340	48	39606
34512	708	1734	641	641	2300	1189	482	190	72	34512
7103	586	40	40	575	575	439	251	190	40	7103
41615	1294	1734	40	641	2875	1628	683	190	112	41615
36410	46008	497	86	394	5883	1653	1004	81	120	36410
20429	82567	1359	276	531	3105	2465	1140	1404	120	20429
3750	4581	100	100	458	458	123	123	150	120	3750
4980	5618	8	8	250	250	200	200	180	120	4980
29159	42766	1859	384	531	8105	3173	1463	1784	120	29159
65569	88774	1856	470	925	8988	4826	2467	1815	120	65569
49313	54958	580	272	585	1492	1065	1398	225	76	49313
8515	10539	149	149	500	100	100	1050	225	76	8515
57828	65497	580	421	1085	1492	1165	2443	225	76	57828
23151	125624	16	115	442	1200	104	272	31	31	23151
35143	48925	179	185	695	5866	1155	404	80	80	35143
26871	30354	334	452	169	1261	316	120	31	31	26871
44774	50262	805	222	601	2795	315	324	141	31	44774
32893	39111	631	194	155	3419	109	1255	75	380	32893
17358	22254	382	31	243	3488	71	211	60	60	17358
30506	32248	90	63	180	667	80	127	7	260	30506
4988	5405	33	9	85	29	29	161	143	7	4988
35494	37653	123	72	215	667	109	288	150	267	35494
22122	33819	136	52	608	10200	226	268	65	8	22122
8652	9809	63	17	127	302	99	235	204	8	8652
7062	8673	15	15	50	50	50	276	227	5	7062
15714	18482	63	32	127	302	149	511	431	13	15714
37836	52801	199	84	715	10502	375	779	496	13	37836
31027	44865	415	105	793	11067	110	292	177	80	31027
28672	32628	40	351	895	1973	446	895	80	80	28672
40403	43647	543	437	786	485	804	21	131	13	40403
8617	54751	87	87	1215	44075	18	457	247	13	8617

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Super- vising Principals	Total Salaries of Superisors	Salaries of Principals	Salaries of Teachers
Florida, City of		1000			1000	350	8900
Totals for Cities		2350			2350	1566	9951
Totals for County	1500	2350			3850	9918	40502
Crenshaw County	1008				1008	5261	22626
Cullman County Rural Dist'ts	1431				1431	9084	25664
Cullman, City of						1250	3382
Totals for County	1431				1431	10334	29046
Dale County Rural Districts	1400				1400	24247	4748
Ozark, City of						1206	6540
Totals for County	1400				1400	25447	11388
Dallas County Rural Districts	2400				2400	8070	29566
Salma, City of		2700			2700	4300	22412
Totals for County	2400	2700			5100	12370	51979
DeKalb County	1800		150		1950	18036	28319
Elmore County	1406				1406	16899	28566
Escambia County Rural Dist'ts	1651				1651	7058	29208
Brewton, City of		1440			1440	1110	4260
Totals for County	1651	1440			3091	8168	33468
Etowah County Rural Districts	1485				1485	2068	26081
Alabama City, City of		1500			1500		4815
Attalla, City of						610	2783
Gadsden, City of		2000			2000	3400	17415
Totals for Cities		3500			3500	4219	25012
Totals for County	1485	3500			4985	6278	51094
Fayette County	1200				1200		23821
Franklin County Rural Dist'ts	895				895	8008	16379
Russellville, City of						800	2190
Totals for County	895				895	8808	18569
Geneva County	1128				1128	13842	23069
Greene County	1200				1200		21751
Hale County Rural Districts	1113				1113	2974	19022
Greensboro, City of						1850	2550
Totals for County	1113				1113	4824	21572
Henry County	780				780	7244	18404
Houston County Rural Districts	1200		1050		2250	8269	26715
Dothan, City of		2500			2500	4185	16488
Totals for County	1200	2500	1050		4750	12454	43153
Jackson County Rural Districts	1330				1330	9148	36978
Bridgeport, City of						375	1191
Totals for County	1330				1330	9523	38169
Jefferson County Rural Distr'ts	5000		11948		16948	70562	123096
Bessemer, City of		2200			2200	4470	25509
Birmingham, City of		4733	2900	56784	64417	11927	365752
Totals for Cities		6933	2900	56784	66617	18397	391281
Totals for County	5000	6933	14848	56784	83565	86959	514357

DISBURSEMENTS—Continued

Total.....	Balance on hand.....	Other Expenses.....	Teach'g Supp's (Cray- ons, Erasers, Tablets, Textbooks Furn'd, etc.)	New Equipment (not Replacements).....	New Bldgs. and Gr'ds., Alterat'ns of Old other Upkeep Charges...	Repairs, Replacement of Equipm't, Ins., & other UpkeepCh'ges.....	Fuel, Water, Light, Power, Etc.....	Wages of Janitors and other Employees.....	Other Expenses of Supervision.....	Total Salaries of Teachers, including Supervisors.....
5990	133	106	6			50	209	221	15	5250
60741	155	106	98	1215	44075	68	666	468	28	13867
104388	192	1449	530	2701	44560	872	687	599	28	52770
30498		108	214	164	782	182			158	28895
43060	506	107	9	543	4567	332	737		80	36179
7433	856	53	31	181	807	409	190	274		4632
50498	1362	160	40	724	5374	741	927	274		40811
35214	130	1169	203	567	952	1297	449		52	30395
8150		110				200	200			7840
43364	180	1279	203	567	952	1297	649		52	38235
45466	174	145	203	76	4156	380	296			40036
44511	1443	3403				7671	809	1217	555	29413
89977	1617	3548	203	76	4156	8051	1105	1217	555	69449
52779	137	172	244	791	6815	74	1149	32	60	43305
55078	427	566	154	786	4280	1200	695	100		46870
41932		978	248	692	1646	192	264			37912
8950		20	45		1500	200	150	225		6810
50882		998	293	692	3146	392	414	225		44722
32362	216	221	432	489	400	701	189		84	29634
8282		1477				78	412			6315
4518	189		144	119		135	153	185		3593
26377	966		379		310	420	602	885		22815
39177	1155	1477	523	119	310	633	1167	1070		32723
71539	1371	1698	955	608	710	1334	1356	1070	84	62357
29919	885	1280	125	325	536	287	1322	100	38	25021
26934	115	530	2	191	700	26	88			25282
3279	4	70	7				43	165		2990
30213	119	600	9	191	700	26	131	165		28272
43150	903	600	88	514	1144	1050	362	347	103	38039
29443	4651	237	76	88	399	376	378	175	112	22951
24118	59	71	38	44	365	223	161		48	23109
7834			10	240	2500		576	108		4400
31952	59	71	48	284	2865	223	737	108	48	27509
23385	30	364	37	167	894	228	165	67	5	21428
41946	24	9	128	41	3760	421	69	80	80	37234
28741		453	2175			1000	540	1000	450	23123
70687	24	462	2303	41	3760	1421	609	1080	530	60357
52811	2972	200	50	100	1200	350	350		133	47456
1845	39			66		42	63	69		1566
54656	3011	200	50	166	1200	392	413	69	133	49022
259562	1517	4398	1666	4949	24978	5560	4942	946	100	210606
38091			60	849		600	2552	1851		32179
541802		2645	11613	717	5916	16643	26609	31530	4033	412096
579893		2645	11673	1566	5916	17243	29161	33381	4033	474275
839455	1517	7043	13339	6515	30894	22803	34103	34327	4133	684881

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Lamar County	1200		480		1680	7509	19375
Lauderdale County Rural Dist's	1500		1350		2850	5258	23716
Florence, City of		1500			1500		8624
Totals for County	1500	1500	1350		4350	5258	32340
Lawrence County	977				977	5520	18983
Lee County Rural Districts	1319				1319	2400	30437
Opelika, City of		1800			1800	1700	8132
Phoenix, City of		600			600		3260
Totals for Cities		2400			2400	1700	11492
Totals for County	1319	2400			3719	4100	41929
Limestone County	1800				1800	3892	19575
Lowndes County	1800				1800	3892	30838
Macon County Rural Districts	1132		250		1382	4730	18553
Tuskegee, City of						1550	3960
Totals for County	1132		250		1382	6280	22512
Madison County Rural Distr'ts	4000				4000	14348	33941
Huntsville, City of		1800			1800		18770
Totals for County	4000	1800			5800	14348	47711
Marengo County Rural Distr'ts	1751				1751	9042	30825
Demopolis, City of				1500	1500	678	4534
Totals for County	1751			1500	3251	9717	35359
Marion County	1000		330		1330	15258	5970
Marshall County	1500		720		2220	16966	19683
Mobile County Rural Districts			2100		2100	11829	33729
Mobile, City of		3000		5580	8580	11634	78624
Totals for County		3000	2100	5580	10680	23463	140692
Monroe County	1650		100		1750	26436	6244
Montgomery County R'al Dist's	1800				3800	11399	44017
Montgomery, City of		3000			3000	12037	64532
Totals for County	1800	3000	2000		6800	23436	108550
Morgan County Rural Districts	1600				1600	6422	26535
Decatur, City of		1500			1500	450	6435
New Decatur, City of		1725			1725		13809
Totals for Cities		3225			3225	450	20244
Totals for County	1600	3225			4825	6872	46779
Perry County	1333		307		1640	3811	10141
Pickens County	1200		690		1890	12032	23097
Pike County Rural Districts	1300				1300		28045
Troy, City of		1800			1800		7731
Totals for County	1300	1800			3100		35776
Randolph County Rural Distr'ts	1216		406		1621	10829	22680
Rossville, City of		2000			2000		5723
Totals for County	1216	2000	406		3621	10829	28403

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teaching Supplies (Crayons, Erasers, Tablets, Textbooks, etc.)	New Equipment (not Replacements)	New Bldgs. and Cids., Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equipment, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
32708	117	245	120	344	2147	352	611	102	80	28684
39089	174	294	206	114	6000	356	189		52	21824
12298	89	140	41	450		250	494	559	201	10124
51387	213	434	247	564	6000	486	583	559	253	41948
28667	118	1147			1000		987	150	80	25480
39463			120	263	4780	24	24			34156
12841	21		35	60			537	558		11632
6651	251		300		1875		80	160	25	2960
19492	272		385	60	1875		617	716	25	15592
58955	272	96	455	323	6655	24	641	716	25	49748
27200	984			205	680				64	25267
45099		1190	140	217	4065	850	502	80		37618
26840	561	455	69	95	525	257	181		80	24665
4023			25	60		75	160	180	15	5510
32865	561	456	94	155	525	332	291	180	96	30175
67494	2961	493		598	8819	901	933	175	80	52299
18047	399	399		159		101	965	675	178	15570
85541	2961	392	244	757	8819	1002	1898	851	258	67859
44050	62	385	101	425	943	278	222	45		41618
32967	64	19	105	1527	24000	89	193	311		6709
77027	126	384	206	1952	24943	317	415	356		48327
25001	115		14	158	1262	129	699	10	46	22568
51299	108	1598	73	947	7216	174	2020	294		38869
149629	207	62071	375	1350	1787	3484	1221	929	2098	75997
214517		1768	2296	10771	85198	5289	2890	4170	3297	98838
864146	207	68889	2671	12121	86985	8773	4211	5109	5895	174835
42397	319	3014	87	1156	2855	371	100		85	34430
64227	44	631	224	648	1473	1158	745		88	59216
93097	174	1045	1077	660	671	622	3223	4895	1060	79670
157324	218	1676	1301	1308	2144	1780	3968	4895	1148	133886
40378	174	130	145	174	2954	1316	865	263		54557
10493	1120		50			246	364	323		8385
25924	89	342	270	7690		716	445	717	180	15534
35427	1159	342	320	7690			810	1045	180	23919
76805	1333	472	465	7654	2954	2273	1475	1808	180	58476
44005	5408	1131	181	60	580	440	354	164		25653
53399	326	839	295	679	13627	333	623	73	80	37019
34578		424	26	244	3208	1302	24			23345
11622		150	50	150		559	450	332	300	9531
46095		474	78	394	3208	1861	474	332	300	33976
40840			183	425	2385	1478	592	110	76	35330
9246			28	365	75	350	228	350	52	7725
50026		421	156	790	2460	1826	890	360	123	48065

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superisors	Salaries of Principals	Salaries of Teachers
Russell County Rural Districts	1117				1117	5852	17298
Girard, City of		1250			1250	1882	4927
Totals for County	1117	1250			2367	7484	22219
Shelby County	1200				1200	8640	31038
St. Clair County	1082				1082	11410	21788
Sumter County	1858				1858	8940	24895
Talladega County Rural Dist's	2001				2001	8878	31350
Talladega, City of		2025		1170	3196	1126	8634
Totals for County	2001	2025		1170	5196	9998	39884
Tallapoosa County	1850		750		2100	18782	36798
Tuscaloosa County Rural Dist's	3000		1500		4500	14605	37788
Tuscaloosa, City of		2100			2100	4385	20182
Totals for County	3000	2100	1500		6600	18940	57970
Walker County Rural Districts	2000		820		2820	19869	40312
Jasper, City of		1680			1680	400	5013
Totals for County	2000	1680	820		4500	20269	45325
Washington County	715				715	4190	14971
Wilcox County	1443				1443	13580	24227
Winston County	1000				1000	3462	14667
Rural Districts	\$ 99206		\$ 28896		\$128102	\$637184	\$1764474
Totals for Cities		\$ 56503	\$ 3575	\$ 66084	\$126112	\$ 85941	\$ 807792
Grand Totals	\$ 99206	\$ 56503	\$ 32471	\$ 66084	\$258214	\$723125	\$2572266

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teach'g Supp's (Cray- ons, Erasers, Tablets, Textbooks Purch'd, etc.)	New Equipment (not Replacements)	New Bldgs. and G'ds, Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equip'm't, Ins., & other Upkeep Charges.	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
24062	873	184	87	720	9598	579	269	136		24062
8009	36		405			240	331	237		8009
32071	899	184	492	720	9598	819	660	372		32071
40878	675	68	66	576	1454	1508	575	128	80	40878
34276		29	133	341	606	1524	240	294		34276
35138	2162	231	63	529	724	1023	913	215	80	35138
42324	9537	250	253	247	1848	1082	741	82	230	42324
12854	13843	70	9	56		218	185	414	37	12854
65078	9587	320	263	403	1843	1300	926	496	317	65078
52675	2231	1063	166	236	5411	236	1223	429		52675
66893	69043	337	137	776	6353	307	1140	72	45	66893
26617	31781	380	756	994		454	712	1808	50	26617
83610	99324	767	943	1769	6353	761	1852	1330	95	83610
63901	79729	517	211	7501	4994	463	1191	404	112	63901
7093	7753	207				226	226	237		7093
70094	87492	517	211	7501	4994	463	1417	641	112	70094
19876	20206	20	23	35	30	27	177		18	19876
39250	42456	269	142	121	200	470	616	153	80	39250
19129	21751	504	33	33	639	250	660	60	46	19129
\$2529760	\$ 52552	\$100446	\$ 10970	\$ 38113	\$216082	\$ 46645	\$ 33339	\$ 7386	\$ 5975	\$2529760
\$1018845	\$ 9006	\$ 15136	\$ 20693	\$ 27742	\$170909	\$ 40802	\$ 49014	\$ 57301	\$ 10641	\$1018845
\$3548606	\$ 61538	\$115532	\$ 31663	\$ 65855	\$336991	\$ 37447	\$ 37903	\$ 65137	\$ 16516	\$3548606

DEPARTMENT OF EDUCATION.

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	23	15	11	6	57	17	19	8	9	54	111	6	7	17	16	78	1	2	3	1000	780	28000	1200	500
Adams	18	12	9	9	48	28	33	10	15	87	22	9	17	17	16	58	2	2	4	100	75	11000	1000	400
Ames	20	10	7	5	42	15	18	9	11	45	37	3	6	17	16	19	2	2	4	409	300	10000	450	800
Benton	16	8	6	1	24	15	6	6	2	30	71	1	2	17	16	11	2	2	4	300	150	20000	750	500
Jackson	9	4	6	3	22	6	8	6	7	37	5	2	6	13	16	16	2	2	4	1000	500	15000	500	500
Lamar	36	37	10	12	85	20	20	17	14	62	23	11	11	18	17	87	2	2	4	450	350	14000	500	350
Lauderdale	16	13	5	4	33	7	13	8	5	32	23	4	5	17	16	45	2	2	4	270	250	12500	500	100
Lawrence	13	19	16	5	53	29	10	17	15	45	30	6	5	17	17	30	3	2	5	180	125	8350	600	120
Lee	31	13	10	6	60	16	14	16	8	39	13	6	1	17	16	46	2	2	4	447	200	11000	1740	210
Lincolnton	16	8	2	6	31	9	9	6	1	20	51	6	3	16	16	1	2	1	3	125	100	13500	490	275
Lowndes	14	10	5	1	30	4	4	6	4	22	52	4	4	13	17	28	2	1	3	260	240	10000	1000	275
Macon	10	11	4	4	29	10	10	7	11	34	63	6	1	13	17	23	2	1	3	163	150	12500	750	250
Madison	10	10	5	6	31	13	13	9	5	39	70	6	5	17	16	21	3	1	4	300	300	20000	300	300
Marengo	10	13	9	5	37	7	11	7	2	27	64	4	2	17	16	28	2	1	3	350	300	10000	1000	250
Marion	8	10	4	2	24	7	7	7	6	27	51	2	6	17	17	32	1	2	4	200	100	12000	1000	200
Marshall	24	19	11	5	60	36	10	9	5	25	147	2	1	13	17	32	3	1	4	300	150	20000	2000	1000
Monroe	27	23	17	11	78	16	16	7	11	33	116	10	5	17	16	56	2	2	4	150	75	13000	1000	600
Morgan	13	27	6	8	64	6	6	9	12	34	83	7	9	13	17	45	2	2	4	185	120	12100	1300	225
Perry	22	19	9	10	60	19	13	5	9	47	107	10	9	13	16	34	3	1	4	250	100	25000	2000	500
Pickens	22	21	8	6	57	22	22	8	6	42	99	4	4	16	15	32	1	3	4	75	60	15000	500	400
Pike	19	16	6	14	55	8	15	10	5	35	7	8	5	17	16	47	2	2	4	265	200	13000	2000	250
Randolph	11	13	13	7	43	10	8	7	3	25	81	3	3	17	16	15	2	2	4	375	325	11000	400	350
Shelby	24	12	12	6	54	16	16	7	8	36	19	6	8	13	16	48	2	2	4	250	200	13000	500	275
St. Clair	15	17	8	15	55	19	6	13	3	35	10	13	2	13	16	69	2	2	4	360	300	10000	800	200
Sumter	13	9	11	3	41	11	8	9	6	26	67	8	3	17	16	23	2	1	3	100	45	12900	550	225
Talladega	17	13	5	4	39	16	16	8	5	28	68	3	2	17	16	25	1	2	3	170	130	11000	750	135
Tallapoosa	8	16	6	1	21	7	7	6	6	21	52	1	2	17	15	21	2	1	3	300	275	15000	1000	350
Walker	10	12	11	2	35	14	14	8	9	41	75	2	10	16	15	26	2	2	5	360	390	15000	2500	450
Wilcox	42	25	19	18	99	21	19	20	11	71	170	13	8	17	16	68	3	2	5	400	398	10000	350	350
Winston	15	17	6	10	48	13	13	3	8	34	82	9	10	15	14	56	1	3	4	15	7	10300	400	45
Totals	978	727	424	830	2459	380	798	579	426	814	5297	272	273	17	16	2094	103	98	201	16953	\$11480	\$756250	\$1285	\$16964

COUNTY HIGH SCHOOLS

Financial—Receipts and Disbursements

COUNTIES	Balance from Previous Year	State Appropriation	Town or City Appropriation	County Board of Education	Board of Revenue or Commission- ers' Court	Matriculation fees	From all other Sources	Overpayment or Indebtedness
Antauga	\$ 24.78	\$ 3,000.00		\$ 250.00		\$ 515.00	\$ 329.09	
Barbour		3,000.00	18.25			450.00	65.00	
Bibb		3,000.00		2,300.00		655.00		
Blount	71.33	3,000.00				380.00	770.69	
Calhoun	75.35	3,000.00	289.13		270.00	425.00		
Chambers	11.67	3,000.00		385.00		305.00		
Cherokee	179.69	3,000.00				177.50	23.00	
Chilton		1,500.00	175.00	150.00		317.50	.17	
Choctaw	63.40	3,000.00				175.00	10.00	
Clarke	34.84	3,000.00				355.00	425.00	14
Clay	1.07	3,000.00	395.00			582.00	310.15	
Cleburne	12.13	3,000.00				172.50	41.15	
Coffee	42.12	3,000.00	1,250.00			701.00		
Colbert	32.05	3,000.00		500.00		369.00	138.86	
Concub		3,000.00		730.00		310.00	85.53	
Cook		3,000.00				264.25	553.17	
Covington		3,000.00			1,000.00	382.50	448.55	345
Cullman	100.32	3,000.00		250.00	250.00	627.50	54.00	
Dale		5,000.00				450.00		
Dallas		3,000.00			298.00	320.00		
DeKalb	59.41	3,000.00				262.50	72.32	11
Elmore	59.27	3,000.00		332.50		437.50	276.50	
Escambia	780.50	3,000.00		375.00		425.00	20.76	
Etowah		3,000.00				470.00	1,797.55	282
Franklin	50.95	3,000.00		281.25	75.00	705.00	215.51	
Geneva		3,000.00	85.00	246.00	140.00	555.00	54.20	
Henry		3,000.00	200.00	475.00		585.00		
Houston		3,000.00		540.00		250.00		51
Jackson		3,000.00	500.00	500.00		555.00	500.00	
Lamar	74.34	3,000.00		390.00		353.00		
Lauderdale	313.18	3,000.00		750.00		655.00	2,146.60	
Lawrence		3,000.00		150.00	100.00	567.50	199.12	
Lee	39.71	3,000.00		211.95		222.50		
Limestone	207.33	3,000.00				190.00	125.32	
Lowndes	31.66	3,000.00		300.00		270.00	112.30	
Macon	12.35	3,000.00	200.00		200.00	322.50	179.00	
Madison	117.15	3,000.00	55.12	120.00	4,000.00	263.75		
Marengo		3,000.00	45.15		322.00	242.75	230.40	
Marion	35.67	3,000.00	83.50	180.00		716.50		
Marshall		3,000.00		500.00		432.50	147.50	
Monroe	15.84	3,000.00		600.00	100.00	370.00		
Morgan	361.95	3,000.00		263.00		472.50	147.50	
Perry		3,000.00		500.00		457.50		
Pickens		3,000.00	291.00	200.00	150.00	670.00	400.00	
Pike		3,000.00				501.00	10.70	
Randolph		3,000.00	65.00	1,275.00		658.00	59.40	
Shelby	20.07	3,000.00	100.00	247.50		497.50	84.50	343
St. Clair	241.33	3,000.00				285.00	86.20	
Sumter	24.36	3,000.00				310.00	9.33	
Talladega		3,000.00	72.37			235.00	126.35	46
Tallahassee	12.56	3,000.00	550.00	350.00	500.00	352.50	40.00	
Walker	.67	3,000.00	250.00	2,350.00	500.00	672.50	602.72	
Wilcox	1,434.61	3,000.00				437.00	123.25	
Yule	138.32	3,000.00		540.00		417.50		
Totals								

DEPARTMENT OF EDUCATION.

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COUNTY HIGH SCHOOLS—Continued
Financial—Receipts and Disbursements

Financial—Receipts and Disbursements									
Total	Salary of Principal	Salary of other Teachers	Wages of Janitors	Fuel, Water, Lights, Etc.	Rep'r & Replacement of Equipment, Insurance and other Upkeep Charges	New Grounds and Buildings, Alterations of Old Buildings (not repairs)	Other Expenses	Balance on hand	Total
1,500.00	1,590.00	98.00	79.00	110.00	28.86	275.86	155.15	4,128.81	
1,350.00	1,475.00	220.00	150.00	50.00		289.25		3,534.25	
2,000.00	3,400.00	125.00	112.50	110.75		115.75		5,955.00	
1,600.00	2,250.00	161.68	191.69			14.65		4,222.02	
1,500.00	1,770.00	185.00	379.88	11.11		30.70	161.91	4,059.41	
1,400.00	1,972.50	98.00	50.00	80.00	30.00	78.31	.86	3,701.67	
1,500.00	1,282.50	72.00	102.16	255.23		68.00	105.90	3,380.71	
720.00	984.37	98.41	98.41	175.65	70.24			2,142.67	
1,300.00	1,680.00	51.85	97.26	101.05			18.24	3,248.41	
1,350.00	1,650.00	118.00	88.41	872.00	70.00	167.87		3,816.21	
1,500.00	2,010.00	58.00	140.82	227.88	63.02	290.50		4,288.22	
1,100.00	1,485.00	45.00	88.09			295.80	212.89	3,225.71	
1,562.31	3,035.00	109.00	71.67	100.55		14.48	4.28	4,993.11	
1,500.00	2,010.00	88.50	81.03	160.75	5.35	184.04	10.24	4,039.91	
1,375.00	1,995.50	128.00	196.42	100.00	201.13	127.91	1.57	4,125.51	
1,320.00	1,890.00		419.57				177.85	3,807.42	
1,250.00	1,868.25	188.60		199.15		1,650.75		5,156.71	
1,400.00	2,102.76	154.05	235.02	401.46			.59	4,293.83	
1,350.00	1,700.00	234.00	75.00	75.00	900.00	1,116.00		5,450.00	
1,500.00	1,502.50	45.00	50.00	50.00	50.00	830.53	84.97	3,613.01	
1,200.00	1,485.00	90.00	248.52	170.38	55.43	157.12		3,406.41	
1,500.00	2,047.50	54.00	105.00	100.00		238.57	60.70	4,106.77	
1,500.00	2,275.00		123.65	658.86	20.00	93.56	375.19	5,051.24	
1,500.00	1,239.00	267.00	270.00	111.11	900.80	986.45		5,550.41	
1,400.00	2,115.00	193.00	117.11	178.90	145.59	147.63	31.48	4,828.71	
1,500.00	2,070.00	91.00	85.00	420.44			6.76	4,173.20	
1,200.00	2,160.00	180.00	248.00	281.00		188.79	2.21	4,260.00	
1,500.00	1,800.00	90.00	160.00	150.00		141.81		3,841.81	
1,500.00	2,115.00	225.00	215.00	420.00	600.00	375.00		5,450.00	
1,400.00	2,025.00	90.00	118.79	139.25		29.28	20.54	3,822.84	
1,500.00	1,800.00	120.90	59.10	215.00	2,550.00	612.78		6,864.78	
1,300.00	2,105.00	108.00	95.01	124.68		273.48	10.51	4,016.63	
1,400.00	1,665.00	51.85		243.07		114.74		3,474.16	
1,500.00	1,500.00	102.00	271.92				148.78	3,522.70	
1,500.00	1,440.00	100.00	39.45	147.55	5.30	477.27	4.39	3,713.96	
1,375.00	1,480.00	74.50	265.25	152.90	400.00	111.49	54.71	3,913.85	
1,500.00	1,620.00	110.00	101.05	54.30	4,000.00		170.67	7,556.02	
1,500.00	1,665.00	75.10	151.00	227.25		42.70	179.25	3,840.30	
1,700.00	1,990.00	30.50	40.00	120.00		42.80	92.87	4,015.67	
1,500.00	1,860.00	185.00	145.00	108.00	25.00	156.00	101.00	4,080.00	
1,497.97	2,245.00	67.50	55.50	100.00		118.87		4,085.84	
1,300.00	2,205.00	72.00	134.68	13.00	132.61	70.43	317.23	4,244.95	
1,500.00	1,770.00	90.00	102.50	70.00		422.96	2.04	3,957.50	
1,500.00	2,185.00	92.50	242.91	156.25	400.00		127.34	4,711.00	
1,500.00	1,500.00	86.50	232.50	116.90		75.80		3,511.70	
1,500.00	2,275.00	135.00	65.00	300.00	108.00	682.40		5,057.40	
1,500.00	1,980.00	99.90	226.80	363.44		129.34		4,299.48	
1,500.00	1,350.00	45.00	300.35	176.88		40.35	199.95	3,612.53	
1,233.26	1,350.00	71.50	404.01				234.97	3,343.74	
1,500.00	1,620.00	67.20	222.85		1.25	128.18		3,540.48	
1,750.29	1,925.00	126.00	307.44	186.50			10.61	4,805.84	
2,000.00	3,440.00	262.00	481.52	89.90	355.00	727.08	20.46	7,377.96	
1,500.00	1,975.00	120.00	458.69	174.90	348.70	29.65	377.92	4.90	
1,500.00	2,160.00	60.00	439.89	112.70			123.28	4.00	

4 25 10 2 20 0.85 15.84 12 29 78 0.95 12 0.99 51 11 45 7 42 12 11 27 1 22 12 3 60 8 20 12 23

AGRICULTURAL SCHOOLS—Continued.
EXPENSES, BUILDINGS, EQUIPMENT, APPARATUS, LIBRARIES.

Location.	EXPENSES FOR PUPIL.				Value of Buildings and Sites.....	Value of Equipment.	Scientific Apparatus and Teaching Supplies.....	Number of Volumes in Library.....	Value of Library.....
	Board.....	Books.....	Incidentals..	Total.....					
First District, Jackson.....	\$ 100.00	\$ 8.00	\$ 20.00	\$ 134.00	\$ 7,000	\$ 500	200	620	500
Second District, Evergreen.....	108.00	6.00	12.00	126.00	20,000	500	300	200	150
Third District, Abbeville.....	135.00	10.00	10.00	155.00	20,000	700	000	700	500
Fourth District, Sylacauga.....	112.50	8.00	10.00	130.50	20,000	150	25	500	300
Fifth District, Wetumpka.....	135.00	15.00	25.00	175.00	50,000	1,000	700	1,800	1,800
Sixth District, Hamilton.....	99.00	5.00	18.00	122.00	16,475	1,500	500	500	500
Seventh District, Albertville.....	102.00	5.00	20.00	137.00	30,000	5,000	300	400	500
Eighth District, Athens.....	100.00	7.00	18.00	125.00	20,000	1,500	500	2,500	2,500
Ninth District, Blountville.....	108.00	6.00	10.00	124.00	7,500	300	200	400	200
Totals					\$190,975	\$11,150	\$3,325	7,620	\$6,050

AGRICULTURAL SCHOOLS—Continued.

FINANCIAL—RECEIPTS.

LOCATION.	Balance from Last Year	From State Appropriation	From Fees and Incidentals	From all Other Sources	Total
First District, Jackson	\$ 337.53	\$ 4,500.00	\$ 583.55	\$ 524.16	\$ 5,945.24
Second District, Evergreen	-----	4,500.00	1,079.00	500.00	6,079.00
Third District, Abbeville	-----	4,500.00	590.00	1,416.62	6,506.62
Fourth District, Sylacauga	0.08	4,500.00	1,427.50	1,231.44	7,165.02
Fifth District, Wetumpka	1,183.45	4,500.00	2,500.00	-----	8,183.45
Sixth District, Hamilton	-----	4,500.00	1,874.25	840.33	7,214.58
Seventh District, Albertville	364.09	4,500.00	2,405.00	918.27	8,187.36
Eighth District, Athens	2,576.48	4,500.00	1,165.00	404.66	8,646.14
Ninth District, Blountsville	-----	4,500.00	1,150.00	10.00	5,660.00
Totals	\$ 4,467.63	\$ 40,500.00	\$ 12,774.30	\$ 5,845.48	\$ 63,587.41

AGRICULTURAL SCHOOLS—Continued.

FINANCIAL—DISBURSEMENTS.

LOCATION.	Salary of President.....	Salary of Other Teachers.....	Salary and Expenses of Secretary-Treasurer.....	Wages of Janitors and Farm Hands.....	Fuel, Water, Lights, Janitor Supplies, Etc.....	Repairs, Replacement of Equipment, Insurance and Other Upkeep Charges.....	New Grounds, Buildings, Alteration of Old Buildings (Not repairs).....	All Other Expenses.....	Balance on Hand.....	Total.....
Jackson	\$ 1,500.00	\$ 2,202.50	\$ 60.00	\$ 625.00	\$ 135.28	\$ 61.90	\$	\$ 1,360.65	\$	5,945.24
Evergreen	1,700.00	2,875.00	60.00	492.00	758.40			193.00		6,079.00
Abbeville	1,500.00	2,493.25	60.00	840.00	248.00	825.00		439.28	101.09	6,506.62
Sylacauga	1,500.00	2,605.00	60.00	629.00	183.12	529.75		1,658.15		7,195.02
Wetumpka	1,600.00	2,350.00	50.00	500.00	484.75	375.50		2,235.45	587.75	8,183.45
Hamilton	1,700.00	3,091.62	50.00	624.24	295.14	92.91		1,360.67		7,214.54
Albertville	1,500.00	3,326.67	60.00	675.00	710.37	78.50	1,000.00	424.32	412.50	8,187.30
Athens	1,700.00	2,980.00	50.00	300.00	552.00	187.50		12.42	2,864.22	8,646.14
Blountsville	1,500.00	2,175.00	50.00	403.33	175.00	652.68		358.94	345.05	5,680.00
Totals	\$14,200.00	\$24,089.04	\$ 500.00	\$ 5,088.57	\$ 3,542.07	\$ 2,903.64	\$ 1,000.00	\$ 8,043.48	\$ 4,310.61	\$ 63,587.41

NORMAL SCHOOLS.
ENROLLMENT.

LOCATION.	ENROLLMENT						In Model School-----	Grand Total-----
	Normal			Academic				
	Male-----	Female-----	Total-----	Male-----	Female-----	Total-----		
Florence, Class A-----	140	209	349	14	5	19	131	499
Jacksonville, Class A-----	131	196	327	1	1	2	177	506
Livingston, Class A-----	2	266	268	-----	-----	-----	30	298
Troy, Class A-----	94	101	195	8	2	10	101	306
Daphne, Class B-----	13	74	87	27	16	43	58	188
Moundville, Class B-----	6	24	30	18	4	22	106	158
Montgomery (colored) -----	108	204	312	161	307	468	210	990
Normal (colored) -----	70	49	119	51	66	117	134	370
Tuskegee (colored) -----	379	259	638	528	372	900	200	1,738
Total (white) -----	386	870	1,256	68	28	96	603	1,955
Total (colored) -----	557	512	1,069	740	745	1,485	544	3,098
Grand total -----	943	1,382	2,325	808	773	1,581	1,147	5,053

NORMAL SCHOOLS—Continued.
NUMBER OF GRADUATES AND TEACHERS EMPLOYED.

LOCATION.	Number of Graduates for Current Year.						Grand Total	Teachers Employed.			States Represented	Counties of Alabama Represented
	Normal.			Academic.				Male	Female	Total		
	Male	Female	Total	Male	Female	Total						
Florence, Class A	8	33	41	7		7	48	7	12	19	3	47
Jacksonville, Class A	13	8	21	1	1	2	23	6	12	18	3	40
Livingston, Class A		26	26				28	3	17	20	5	45
Troy, Class A	13	12	25	1		1	26	8	11	19	4	33
Daphne, Class B		6	6	3	4	7	13	3	6	9	3	17
Moundville, Class B		3	3	2	1	3	6	2	5	7	1	6
Montgomery (colored)	5	10	15	10	15	25	40	7	24	31	8	28
Normal (colored)	11	8	19	20	16	36	55	19	13	32	7	39
Tuskegee (colored)	117	68	185				185	127	73	200	38	51
Total (white)	34	88	122	14	6	20	142	29	63	92		
Total (colored)	133	86	219	30	31	61	280	153	110	263		
Grand total	167	174	341	44	37	81	422	182	173	355		

NORMAL SCHOOLS—Continued.
EXPENSES PER PUPIL, LIBRARIES, BUILDINGS, AND EQUIPMENT.

LOCATION.	Expenses per Pupil.				Number of Volumes in Library	Value of Library	Value of Buildings and Sites	Value of Equipment
	Board	Books	Incidentals	Total				
Florence, Class A.	\$ 125.00	\$ 10.00	\$ 15.00	\$ 151.00	6,100	\$ 7,775	\$ 211,000	\$ 25,975
Jacksonville, Class A.	112.50	7.50	25.00	145.00	2,500	3,000	125,000	10,000
Livingston, Class A.	108.00	8.00	27.00	143.00	3,000	3,500	70,000	10,000
Troy, Class A.	132.75	10.00	34.00	176.75	4,100	2,500	50,000	7,000
Daphne, Class B.	110.00	10.00	10.00	130.00	1,200	700	25,000	5,000
Moundville, Class B.	117.00	8.00	10.00	135.00	200	75	6,000	1,000
Montgomery (colored)	64.00	5.00	5.00	74.00	500	900	65,000	5,000
Normal (colored)	72.00	5.00	30.00	107.00	6,000	4,000	125,000	30,000
Tuskegee (colored)	95.00	5.00	14.25	114.25	18,445	5,008	1,277,300	355,788
Total (white)					17,100	\$ 17,550	\$ 487,000	\$ 58,975
Total (colored)					24,945	\$ 10,508	1,467,300	\$ 390,733
Grand total					42,045	28,058	1,954,300	449,708

DEPARTMENT OF EDUCATION.

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NORMAL SCHOOLS—Continued.

FINANCIAL—RECEIPTS.

LOCATION.	Balance from Previous Year	From State Appropriation	From Fees and Incidentals	From State Approp- riation (for building)	All Other Sources	Overpayment or Indebtedness	Total
Florence, Class A	\$ 311	\$ 20,000	9,120	—	23,915	—	53,346
Jacksonville, Class A	—	20,000	3,542	60,000	2,500	24,500	110,542
Jacksonville, Class A	1,747	20,000	7,084	—	—	—	28,831
Troy, Class A	—	20,000	5,467	—	2,752	2,006	30,825
Daphne, Class B	.01	5,000	1,020	—	—	—	6,021
Moundville, Class B	104	5,000	1,164	—	1,376	—	7,644
Montgomery (colored)	300	16,000	5,108	—	900	—	22,369
Normal (colored)	24	4,000	1,659	—	24,516	—	30,199
Tuskegee (colored)	—	4,125	15,430	—	275,820	148,373	443,748
Total (white)	\$ 2,163	\$ 90,000	\$ 27,397	\$ 60,000	\$ 30,543	\$ 27,106	\$ 237,209
Total (colored)	\$ 384	\$ 24,125	\$ 22,198	—	\$ 301,236	\$ 148,373	\$ 496,316
Grand total	\$ 2,547	\$ 114,125	\$ 49,595	\$ 60,000	\$ 331,779	\$ 175,479	\$ 733,525

NORMAL SCHOOLS—Continued.
FINANCIAL—DISBURSEMENTS.

LOCATION	Salary of President.	Salaries of Other Teachers.	Salary of Treasurer.	Wages of Janitors.	Fuel, Water, Light, Power, Janitors' Supplies, and Other Expenses.	Repairs and Replacement of Equipment, Ins., and Other Upkeep Charges.	New Grounds and Buildings, Alterations of Old Buildings (Not Repairs).	All Other Expenses.	Balance on Hand.	Total.
Florence, Class A	\$ 3,000	\$ 20,577		\$ 407	\$ 1,110	\$ 2,292		\$ 25,720	\$ 171	\$ 53,346
Jacksonville, Class A.	3,000	18,105		418	2,508	798	42,000	3,223	40,480	110,542
Livingston, Class A.	3,000	10,135		300	3,540	2,340		1,031	2,485	28,831
Troy, Class A.	3,000	20,195		615		6,015	1,000			30,825
Daphne, Class B.	1,800	3,015		125	1,000	.10		51	20	6,021
Moundville, Class B.	1,800	4,195		122	103	128		645	649	7,044
Montgomery (colored)	2,000	11,252	250	634	2,073	1,977		2,141	2,042	22,369
Normal (colored)	1,800	17,041	350	1,305	2,000	1,008	2,060	4,614		30,199
Tuskegee (colored)		134,354	2,220	307	64,773	33,902	147,983	5,510	54,599	443,748
Total (white)	\$ 5,000	\$ 82,222		\$ 2,047	\$ 8,263	\$ 11,583	\$ 43,000	\$ 30,670	\$ 43,815	\$ 237,200
Total (colored)	3,800	162,647	2,820	2,336	68,852	36,892	150,073	12,265	563,641	496,316
Grand total	8,400	244,869	2,820	4,383	77,115	48,465	198,073	42,944	100,456	733,525

THE UNIVERSITY OF ALABAMA.

UNIVERSITY, ALABAMA.

The statistical information prepared by our treasurer for publication in the Annual Report of the Department of Education is quite sufficient to indicate the flourishing condition of the University of Alabama. It is a fact that the institution has continued to show remarkable progress in its numerical growth. No institution in the South has shown such phenomenal growth during the past three or four years.

However, serious problems are now presented in view of the financial inability of the State for the time being to provide for further numerical growth. This problem will perhaps be met by further restricting the numbers pending the time when the State is able to meet the situation in an adequate way. The University of Alabama does not propose to sacrifice the high quality of its work. That would be sheer folly. It would be a short-sighted policy. The national recognition that has been accorded the institution on account of its standards is an asset that no worthy citizen of Alabama would desire to forfeit. It is well known that during the past summer less effort was made to attract students than has been the case for several years. Students applying for admission from other states were encouraged to attend their own State institutions. Yet the numbers have again shown a marked increase.

The next three or four years should, and doubtless will, be utilized in an earnest and intelligent effort to push still further the essential work of standardization. Such a policy will undoubtedly prevent any significant increase in numbers. It will thereby help to solve that problem. It will, however, bring to the University of Alabama constantly increasing fame as a seat of learning. I am satisfied that it will also mean an ever-widening sphere of helpful influence to the whole system of education in Alabama.

Such, in brief, is our great problem. Such is the solution we propose to adopt. Institutions of learning are built along large lines. They live from age to age. A thousand years is to them merely as "a watch in the night." It is the part of real wisdom to look into the future, to subordinate a time-serving policy to the establishment of institutional character, and to realize that standard requirements alone will be likely to meet the ultimate test that our American democracy is, ever more and more, destined to apply to our institutions of higher learning.

Very truly yours,

GEORGE H. DENNY,

President.

October 21, 1915.

REPORT OF UNIVERSITY OF ALABAMA FOR SCHOLASTIC
YEAR ENDING JUNE 30, 1915.

1. Year of First Opening, 1831.

2. Students and Teachers:	<i>Students</i>	<i>Teachers</i>
a. Department of Arts and Sciences-----	429	24
b. Department of Engineering-----	99	8
c. Department of Law-----	146	4
d. Summer School:		
(1) Professional Courses (including College Credit) -----	505	
(2) Certificate Courses -----	230	

Totals, Summer School-----	735	45
e. Department of Medicine-----	65	29
f. Department of Pharmacy-----	6	6
	-----	-----
Grand Totals -----	1,480	116

3. Degrees conferred in 1915:

- a. A. B. Male, 29; Female, 6.
 A.B. in Education. Female, 4.
- b. B. S. Male, 8; Female, 1.
 B. S. in Engineering. Male, 5.
 B. S. in Education. Male, 1.
- c. M. A. Male, 3.
- d. M. S. Male, 1; Female, 1.
- e. C. E. Male, 1.
- f. E. E. Male, 2.
- g. Ph. G. Male, 3.
- h. LL. B. Male, 48.
- i. M. D. Male, 13.

4. Libraries:

- a. Number of bound volumes, 31,000.
- b. Number of pamphlets, 15,000.
- c. Total value of library, \$50,000.

5. Value of scientific apparatus, machinery and furniture, \$130,000

6. Value of grounds, \$300,000.

7. Value of school buildings, \$750,000.

8. Value of dormitories, \$150,000.

Total value of school properties, \$1,380,000.

9. Amount of endowment fund, \$627,467.14.
10. Number of fellowships, 16.
11. Receipts for 1914-15:
 - a. From Students' Fees, \$57,128.89, including board, and room rent.
 - b. From productive funds, \$61,181.38, including \$36,000 Constitutional settlement of old State debt.
 - c. From State:
For maintenance, \$50,000, including \$20,000 for School of Medicine, and \$5,000 for Summer School.
For Building, \$37,500 (from 1911 conditional appropriation).
 - d. From United States Government, -----.
 - e. From other sources, \$4,610.94.
Total receipts, \$210,421.21, including Summer School and School of Medicine.

ALABAMA POLYTECHNIC INSTITUTE.**AUBURN, ALABAMA.**

October 15, 1915.

HON. W. F. FEAGIN,
State Superintendent of Education,
Montgomery, Alabama.

Sir:—I have the honor to submit to you a general summary of the work of the Alabama Polytechnic Institute for the year 1914-15:

ATTENDANCE.

The average attendance for the entire year has excelled any other in the history of the Institution; and it is a remarkable fact that, despite the financial depression throughout the country during the present year, there have been fifty fewer students to discontinue their college career than last year.

The total attendance at Auburn during the year, including Summer School, Farmers' Schools, etc., was 2,032.

STATISTICS.

The geographical distribution of the student body represents nearly every section of the United States. Fourteen states other than Alabama and five foreign countries were represented. Every county in Alabama, with one exception, was represented, the largest county delegations being as follows: Jefferson 85, Lee 73, Mobile 19, Calhoun 18, Tallapoosa 17, Marion 14, Clay 12, Dallas 12, Escambia 12, Marshall 12, Wilcox 12, Madison 11, Coosa 10, Marengo 10, Russell 10, Elmore 9.

The number of students in the college departments is as follows:

COLLEGE OF ENGINEERING.

Electrical Engineering, 114; Mechanical Engineering, 189; Civil Engineering, 52; Surveying, 145; Architecture, 22; Mechanical Drawing, 223; Descriptive Geometry, 79; Mechanic Arts, 401.

COLLEGE OF AGRICULTURE.

Agriculture, 316; Animal Husbandry, 358; Horticulture, 117; Forestry, 43; Chemistry, 370; Chemical Laboratory, 132; Entomology, 54; Botany, 186; Veterinary Science, 125; Pharmacy, 60.

ACADEMIC DEPARTMENTS.

English, 540; Political Economy, 95; History, 368; French, 36; German, 59; Mathematics, 440; Physics, 370.

AGRICULTURAL COLLEGE.

This College includes the departments of (1) Chemistry, (2) Agriculture, (3) Veterinary Science, (4) Botany, (5) Horticulture, (6) Animal Husbandry, (7) Entomology, (8) Plant Pathology; there being twenty-eight professors and assistants.

The work in the Agricultural College continues to expand and attract a large number of talented men to the Institution. Various professional positions of value now offered in all lines of agricultural work together with the increased attractiveness and profit of farming, are drawing our talented young men more and more into agricultural studies. The marked improvement in the conditions of agriculture is noted by the advance of Alabama in ten years from the position of twentieth to fourteenth in the rank of agricultural production of the states of the Union. The courses in agronomy, animal industry, etc., have been enriched and the work in these departments generally expanded. Agricultural Hall seven years ago was a new building with scant equipment and relatively not a large number of students. Today, the College of Agriculture numbers fully 350 students, and there is something like an adequate degree of equipment. The spirit of the department is alert and vigorous. The improvement in the Soils Laboratory, and the expansion in the Dairy Laboratory and Cooperative Creamery are noteworthy features.; The College Creamery draws its supply from over an area of 150 miles radius, manufacturing last month about 5,000 pounds of butter. We sincerely hope that this form of diversified farming can be made so complete a success that it will become a profitable factor in the farm life of the State.

COLLEGE OF ENGINEERING AND MINES.

There are eight Departments of the College of Engineering and Mines, as follows: (1) Civil Engineering, established 1872, number of students 52; (2) Electrical Engineering, established 1891, number of students 114; (3) Mechanical Engineering, established 1903, number of students, 189; (4) Telephone Engineering, established 1905, number of students 32; (5) Mining Engineering and Geology, established 1872 (expanded 1903) number of students 80; (6) Architecture, established in 1907, number of students 22; Mechanical Draw-

ing and Machine Design, established 1872, (expanded 1907) number of students 314; (8) Mechanic Arts, established 1887, number of students 401.

The Department has always maintained a high standard of graduation and the students sent out have filled most honorable positions in the engineering profession throughout the United States and several foreign countries. The total number enrolled in Engineering Classes since 1887 is above 5,000; and the regular four-year graduates have been over 1,000. The demand for these men is much greater than the supply, and their record in the industrial development of Alabama makes an attractive chapter.

BUILDINGS AND IMPROVEMENTS.

Within the last year the College has received final payments on the \$50,000 released by the Governor on the appropriation of \$200,000 made conditionally by the Legislature in 1911.

According to the direction of the Board of Trustees, this fund has been carefully and economically invested upon permanent improvements. A list of these improvements is a long one because it has been necessary to distribute a small fund over a large area of imperative demands. Among the most prominent items may be mentioned: (1) Heating of Engineering Hall, thereby making available the building for 350 students and fourteen instructors. (2) Seating the main lecture room of Engineering Hall. (3) Construction for the Power Plant of a new Boiler House, fireproof and up-to-date. This supplanted a building that was a firetrap and a menace to the entire group of College buildings. (4) The extension of the water works of the College by the addition of a new reservoir and pumping station. (5) Machinery for Refrigeration Plant and Steam Piping for the Mechanical Engineering Laboratory. (6) Seating Auditorium, Langdon Hall, the College public assembly room. (7) Seating the main lecture room of the Agricultural Hall. (8) Gas Plant, in part, for laboratories of Botany, Soils, Plant Pathology, Entomology, etc. (9) Apparatus for Wireless Telegraph. (10) Enlargement and equipment of Dairy Laboratory. (11) Equipment of laboratory of Veterinary Medicine. (12) Construction of a College Residence.

These improvements have been a boon to the various interests concerned, and represent only a portion of the pressing needs of the Institution.

STATISTICS OF EXTENSION WORK.

The following statistics show the tremendous significance of the Extension Movement: Girls' Canning Clubs organized in 19 counties,

enrollment 2,100; Boys' Corn Clubs, 67 counties, enrollment 3,764; Four-Crop Club (or Rotation Club), 14 counties, enrollment 497; Pig Clubs, 26 counties, enrollment 2,589. Movable schools for whites have been organized in 19 counties, enrollment 14,565.

The work under the Smith-Lever Act for the negro race has been conducted in cooperation with the A. & M. College at Normal, and the Industrial Institute at Tuskegee. The attendance of negroes at the movable schools thus conducted was 8,210.

FARM DEMONSTRATION WORK.

Every county in the State is organized under the most efficient demonstrator available.

Cotton.—Total number of demonstrations 1,896; total number of acres in demonstration 15,151.2; average per acre 1,311.66 pounds.

Corn.—Total demonstrations 2,087; acreage 14,739.7; average per acre 34.1 bushels.

Oats.—714 demonstrations, acreage 12,068; average per acre 41.33 bushels.

The percentage of excess of production under demonstration methods over acreage production in Alabama is about 155 per cent. This simple figure, in a nutshell, contains the story of the possibilities of our agricultural production under the best inspiration and guidance.

FARMERS' INSTITUTES.

This work under the supervision of Dr. C. A. Cary is conducted entirely at the expense of the "*College Fund.*" Full recognition of the pioneer work of Dr. Cary in this field of Agricultural Extension is at all times due. The propaganda of diversification is not a new one in Alabama, but for thirty years has been conducted most persistently by the college on its Farmers' Institutes. Throughout all this time the Institution has preached, as it were, in an Agricultural revival, the religion of improved methods of farming, better seed, better preparation and fertilization of soil, better cultivation, and, above all, more and better live stock of every variety. During the year the following Farmers' Institutes were held in places where the boll weevil has been found or in close proximity: (1) Number of Institutes held in 1914, 34; (2) total number of sessions, 50; (3) total attendance, 5,785; (4) average attendance per session, 102; (5) total number of counties visited, 24.

SUMMER SCHOOL FOR FARMERS.

The Summer School for farmers was held at Auburn August 1st to 8th, 1914, and every county in Alabama was represented. The inter-

est manifested in live stock, Home Economics, and Agriculture in general was better than that of any previous year.

DEPARTMENT OF EDUCATION.

According to the law enacted at a recent session of the Legislature, the graduates of certain colleges under certain conditions are allowed to enter upon the profession of teaching without further examination by the State Board of Examiners. This enactment, I may say, seems to me of the greatest value to the teaching profession of Alabama, provided the proper staff of teachers, both for the Summer Session and for the course in education during the regular academic year.

SUMMER SESSION OF THE COLLEGE.

The Summer Session of the College was conducted from June 10th to July 21st, 1915, and was in every way successful. In offering Summer Courses the College aims to increase its usefulness by utilizing its valuable plant in vacation, and in promoting vocational education, especially in agriculture, mechanic arts, and related subjects. If we desire industrial efficiency, we must begin with the children, and the only possible medium through which the principles of industrial education can be distributed throughout the schools of Alabama, is the College of Auburn. To carry on this teacher-training education it is absolutely necessary that the College have additional funds.

MAINTENANCE.

The College is in immediate need, first, of additional funds for teaching. This is especially true in connection with the Department of Animal Industry, and Agronomy, two full assistants being sorely needed, one for farm machinery and the other for animal husbandry. An adequate herd of cattle for educational and demonstration purposes is sorely needed by the Institution. I have already dwelt upon the urgency of the need for (10) instructors in the Department of Industrial Educational. With the increase of buildings additional heavy expenditures are required for the general upkeep of the Institution including such items as insurance, repairs, heat, light, water, service, etc.

The minimum additional annual sum for the maintenance of these pressing demands is \$50,000.00

Respectfully submitted,

CHAS. C. THACH.

President.

**REPORT OF THE ALABAMA POLYTECHNIC INSTITUTE FOR
THE SCHOLASTIC YEAR ENDING JUNE 30, 1915.**

1. Year of First Opening, 1872.

2. Students and Teachers:	<i>Students</i>	<i>Teachers</i>
a. Academic Departments (Required for all Courses) -----	540	13
b. Engineering and Mines -----	401	24
c. Agricultural Sciences -----	358	26
d. Veterinary Medicine and Surgery -----	69	*5
e. Summer Session -----	210	---
Totals, Excluding Duplicates -----	972	---
f. Short Summer Courses in Agriculture at the Institution -----	1,060	---
Grand Totals, Excluding Duplicates -----	2,032	68
Farmers' Institutes held in the State -----	34	---
Total Enrollment -----	5,785	---

3. Degrees Conferred in 1915:	<i>Male</i>	<i>Female</i>
†a. B. S. -----	90	3
b. M. S. -----	9	---
c. C. E. -----	3	---
d. E. E. and M. E. -----	11	---
e. Ph. G. -----	12	---
f. D. V. M. -----	18	---
g. Ph. C. -----	1	---
Totals -----	144	3

4. Libraries:

- a. Number of bound volumes, 26,000.
- b. Number of pamphlets, 5,000.
- c. Total value of Library, \$80,000.00.

5. Value of Scientific Apparatus, Machinery and Furniture, \$95,000.00.

6. Value of Grounds, \$18,000.00.

*And 2 Lecturers.

†B. S. in Agriculture, Pharmacy, Architecture, Chemistry, Animal Husbandry, Horticulture, Botany, Engineering (Civil, Mechanical, *Electrical, Mining*).

7. Value of School Buildings and Plant, \$485,000.00.
8. Value of Dormitories, \$40,000.00.
Total value of School Property, \$633,000.00.
9. Amount of Endowment Fund, \$284,500.00.
10. Number of Fellowships, 23.
11. Receipts for 1914-15:
- | | |
|---|--------------|
| a. From Students' Fees..... | \$ 12,888.97 |
| b. From Productive Funds..... | 21,440.00 |
| c. From State: | |
| (1) For Inspecting Fertilizers, Oils,
Feeds, Drugs, Etc..... | \$ 51,336.58 |
| (2) For Building | 38,800.00 |
| | <hr/> |
| Total from State..... | 90,136.58 |
| d. From United States Government..... | 27,500.00 |
| e. From Other Sources..... | 19,789.14 |
| | <hr/> |
| Total Receipts | \$171,754.69 |

The Experiment Station Funds are entirely separate from the College income and by law cannot be used in any way for teaching, maintenance, or any College purpose.

**ALABAMA GIRLS' TECHNICAL INSTITUTE.
MONTEVALLO, ALABAMA.**

At the close of the session 1914-15, the academic standard was increased one year, causing the sub-freshman class mentioned in the statistical report to be discontinued. Ten High School units will hereafter be required for admission to the Freshman class.

The greatest need of the Institution for several years has been classroom facilities. This has in part been supplied by the erection of Bloch Hall for the use of the Technical Departments. This building will be in readiness for the session of 1915-16.

An academic hall, music building, auditorium and library are greatly needed at this time. Some of these can be erected when the conditional appropriation made by the Legislature in 1911 can be released.

The town of Montevallo has erected a large public school building adjoining the campus. This school will serve as a training school for the Normal classes, thus furnishing the very best opportunities for observation and practice work for these students.

T. W. PALMER,
President.

**REPORT OF ALABAMA GIRLS' TECHNICAL INSTITUTE FOR
THE SCHOLASTIC YEAR ENDING JUNE 30, 1915.**

1. Year of First Opening, 1896.

2. Students and Teachers :	<i>Students</i>	<i>Teachers</i>
*a. Sub-Freshman Class -----	89	---
b. Academic Department -----	499	17
c. Technical Department -----	499	18
	<hr/>	<hr/>
Totals, Excluding Duplicates-----	499	35

3. Libraries :

- a. Number of bound volumes, 7,200.
- b. Number of pamphlets, 2,100.
- c. Total value of Library, \$10,000.00.

- 4. Value of Scientific Apparatus, \$2,000.00.
- Machinery, \$40,000.00.

Furniture (School Room), \$6,500.00.

Furniture, Dormitory, \$9,000.00.

5. Value of Grounds, \$20,000.00.

6. Value of School Buildings, \$75,000.00.

7. Value of Dormitories, Power House, Laundry, Barns, Infirmary,
\$350,000.00.

Total Value of School Properties, \$512,500.00.

8. Receipts from Students, 1914-15:

a. From Students, Fees-----\$ 6,085.00

b. From Productive Funds----- 18,238.41

c. From State:

For Maintenance ----- 36,000.00

Total Receipts ----- \$60,323.41

*In Sub-Freshman class there were 89 students, leaving 410 in all other classes. All students are required to take both Academic and Technical Courses. There were no teachers designated as Sub-Freshman teachers. Teachers of different subjects would have one class Sub-Freshman and others in regular Institute classes.

**ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE
ALABAMA SCHOOL FOR DEAF AND BLIND, TALLADEGA,
FOR YEAR ENDING JUNE 30, 1915.**

	<i>White</i>	<i>Colored</i>	<i>Total</i>
1. Enrollment -----	246	54	300
2. Average Attendance -----	225	48	273
3. Length of Term in Days (Actual School Days) -----	180	180	----
	<i>Male</i>	<i>Female</i>	<i>Total</i>
4. Number of Teachers Employed-----	14	18	32
5. Value of School Properties:			
a. Bulldings and Sites-----	\$375,000.00		
b. School Furniture -----	40,000.00		
	<hr/>		
Total -----	\$415,000.00		

FINANCIAL STATEMENT.

Receipts.

6. From State Appropriation-----	\$ 68,310.00
7. Appropriation for Insurance, Etc.-----	3,000.00
<hr/>	
Total -----	\$71,310.00

Disbursements.

9. Salary of Superintendent-----	\$ 2,100.00
10. Salaries of Teachers-----	20,500.00
<hr/>	
Total Salaries -----	\$ 22,600.00
11. Wages of Janitor and Helpers-----	12,394.60
12. Insurance, Etc. -----	3,537.50
13. Expense of Maintenance, Etc.-----	31,533.18
14. Balance on Hand-----	1,244.72
<hr/>	
Total -----	\$71,310.00

**ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE
NORTHEAST ALABAMA AGRICULTURAL AND INDUS-
TRIAL INSTITUTE FOR YEAR ENDING
JUNE 30, 1915.**

1. Enrollment:	<i>Male</i>	<i>Female</i>	<i>Total</i>
a. Elementary grades-----	110	101	211
b. Freshman class -----	28	21	49
c. Sophomore class -----	8	9	17
d. Junior class -----	5	10	15
e. Senior class -----	7	5	12
	<hr/>	<hr/>	<hr/>
Totals -----	158	146	304
2. Pupils studying agriculture:			
a. Elementary grades -----	110	101	211
b. Higher grades -----	48	45	93
3. Pupils studying manual training-----	12	----	12
Higher grades -----	12	----	12
4. Pupils studying domestic science:			
a. Elementary grades -----	---	18	18
b. Higher grades -----	---	45	45
5. Teachers employed -----	3	6	9
6. Expenses per pupil in higher grades:			
a. Board -----		\$110.00	
b. Books -----		10.00	
c. Incidentals -----		10.00	
		<hr/>	
Total -----			\$130.00
		<hr/>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>
7. Number of graduates for current year	7	5	12
8. Value of school properties:			
a. Buildings and site-----		\$ 25,000.00	
b. School furniture -----		600.00	
c. Apparatus and supplies-----		100.00	
		<hr/>	
Total -----			\$25,700.00
9. Library:			
a. Number of volumes-----			1,500
b. Value of library-----			\$800.00

FINANCIAL STATEMENT.

Receipts.

10. From State appropriation.....	\$ 3,000.00	
11. From fees and incidentals.....	1,300.00	
12. Apportionment County Board.....	1,602.50	
		<hr/>
Total		\$5,902.50

Disbursements.

13. Salary of Superintendent.....	\$ 1,350.00	
14. Salaries of other teachers.....	4,617.00	
15. Wages of janitors and farm hands.....	197.50	
16. Fuel, water, light, power, etc.....	180.81	
17. Repairs, insurance, etc.....	251.25	
		<hr/>
Total		\$6,596.56
Deficit		\$694.06

ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE
ALABAMA BOYS' INDUSTRIAL SCHOOL, EAST LAKE,
FOR YEAR ENDING JUNE 30, 1915.

1. Enrollment:	Number
a. Elementary and grammar grades	455
b. Secondary grades	11
Total	466
2. Average age of pupils, years	14 2/5
3. Length of term, days	196
4. Average attendance, pupils	332
5. Number of teachers:	
a. Male	1
b. Female	4
Total	5
8. Value of school properties:	
a. Building and site	\$150,525.00
b. Furniture and equipment	18,972.65
Total	\$169,497.65

ANNUAL INCOME.

1. From State funds	\$ 50,990.00
2. From county appropriation	1,200.00
3. From tuition and incidentals	962.94
Total	\$53,152.94

JNO. H. CARR,
Principal.

**ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE
ALABAMA REFORM SCHOOL FOR JUVENILE NEGRO
LAW BREAKERS, FOR YEAR ENDING
JUNE 30, 1915.**

1. Enrollment:

Elementary and grammar grades..... 193

Total 193

2. Average age of pupils, years..... 13½

3. Length of term, days..... 80

4. Average attendance, pupils..... 158½

5. Number of teachers:

Female 1

Total 1

8. Value of school properties:

a. Building and site.....\$ 26,000.00

b. Furniture and equipment..... 800.00

Total \$26,800.00

ANNUAL INCOME.

1. From State funds.....\$ 9,326.25

2. All other sources.....

Total \$9,326.25

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment					
				Male			Female		
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary
Academy of the Visitation	Mobile	Mobile	Catholic					84	29
Ala. Central Female Col.	Tuscaloosa	Tuscaloosa	Baptist					7	22
Ala. Presbyterian College	Anniston	Calhoun	Presbyterian		39	41	80		
*Alabama Synodical College	Talladega	Talladega	Presbyterian	4			4	10	50
Atheneum Orphan Home	East Lake	Jefferson	Catholic	41	5		46	39	17
Athens College	Athens	Limestone	Methodist						104
Baker Graded School	Mobile	Mobile	Private	20			20	56	81
Baptist Collegiate Institute	Newton	Dale	Baptist	15	80		95	18	90
Baptist Orphanage School	Evergreen	Conecuh	Baptist	50			50	40	
Barnes School	Montgomery	Montgomery	Private	48	69		117		
Jessie Berry's Priv. School	Sylacauga	Talladega	Private	17			17	20	
Birmingham College	Birmingham	Jefferson	Methodist		102	52	154		
Birmingham Med. College	Birmingham	Jefferson	Private			124	124		1
Blessed Sacrament Academy	Birmingham	Jefferson	Catholic	60			60	80	30
Bridgeport Academy	Bridgeport	Jackson	Baptist	22	35		57	20	39
Cathedral Boys' School	Mobile	Mobile	Catholic	76			76		
Cathedral Creole School	Mobile	Mobile	Catholic	18			18	89	
Convent of Mercy Academy	Mobile	Mobile	Catholic	28			28	51	10
Downing Industrial School	Brewton	Escambia	Methodist					56	81
Edgar School for Boys	Montgomery	Montgomery	Private	20	35		55		
Flat Rock High School	Flat Rock	Jackson	Methodist	10	10		20	10	12
Gaylesville Academy	Gaylesville	Cherokee	Baptist		40		40		45
Goodrich School	Huntsville	Madison	Private	22	64		86	26	54
Greene University School	Athens	Limestone	Private		65		65		
Howard College	Birmingham	Jefferson	Baptist		104	94	198		18
Immaculate Concept'n Sch'l	Mobile	Mobile	Catholic					211	18
Industrial School & Gardens	Mobile	Mobile	Catholic	163			163		
Judson College	Marion	Perry	Baptist					9	82
Knott High School	Mobile	Mobile	Private					75	48
Loulie Compton Seminary	Birmingham	Jefferson	Private					74	156
Mallalian Seminary	Dothan	Houston	Methodist	59	10		69	48	10
Margaret Allen School	Birmingham	Jefferson	Private	1			1	24	52
Marion Institute	Marion	Perry	Private		96	77	173		
*Marion Seminary	Marion	Perry	Presbyterian					80	52
McGill Institute	Mobile	Mobile	Catholic	46	54		100		
Noble Institute	Anniston	Calhoun	Episcopal	10			10	22	18
Normal & Indus'l Institute	Jopka	Cullman	Congregational	36	26		62	23	30
Orphans' Home	Talladega	Talladega	Presbyterian	29			29	39	3
Our Lady of Sorrows School	Birmingham	Jefferson	Catholic	58	2		60	87	3
Jennie Privett School	Oxford	Calhoun	Private	11			11	14	
St. Aloysius School	Bessemer	Jefferson	Catholic	97	4		101	77	4
St. Bernard College	St. Bernard	Cullman	Catholic	30	130	15	175		
St. Catherine's School	Pratt City	Jefferson	Catholic	34			34	38	
St. Francis School	Blocton	Bibb	Catholic	54	1		55	51	7
St. James School	Gadsden	Etowah	Catholic	41	1		42	58	8
St. Joseph's School	Brookside	Jefferson	Catholic	32			32	30	
St. Joseph's School	Florence	Lauderdale	Catholic	28	3		31	22	3
St. Joseph's School	Mobile	Mobile	Catholic	81			81	108	24

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

File	Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Male	Female	Male	Female	Number of Volumes	Value			From Endowment Fund	Benefactions and Bequests	Tuition and Incidentals	From All other Sources	Total Receipts
34		8		15	5550	\$ 10000	\$ 100000	\$ 3000			\$ 9000		\$ 9000
59		18	3	9	1000	300	150000	1000		200	9000		9200
42			8		2000	1500	75000	2500		8940	3000		12020
50		10	2	3	500	500	30000	2500					
2				3	500	500		900					
43		10	1	18	4500	5000	200000				12924	24316	37240
106		6		6	600	500	10000	250					4000
58	13	14	3	4	300		18000	5000			3000		3000
90	2	2		3	150	100		500					
102	16						20000	500					
37				1							300		300
94	5		11		5000	5000	170000	4000	500	7895	4500		12995
125	68		49				60000	15000			15510	4294	19804
150			1	12	325	500							
56	3		2	2	200	200	35000	500		900	630		1530
74				2									
57		6		2							90	310	400
84		3		4	40	25	75000	500			1400		1400
32		6		9	500	750	38389	575		13919	3700	1145	18764
55	4		2		300	300	20000	200					
32	1	1	2	1	200	100	3000	75	750		300	1000	2050
23	1		1	2	500	500	10000	1000			972	1200	2172
154	2	2	2	2	200	250	16000	500			4500		4500
40	3		3		400	600	17500	300					
97	20		15	1	20000	25000	250000	20000	7237	6473	4648	7868	25726
107		6		9	500	400							
			12				70000	5000		3500		2500	6000
31		25	5	21	6000	5000	166750	37100	601	828	37608	28720	67757
123		7		7	500	300	10000	500					
210		20		20	1245	1000		20000			21000		21000
73			2	3	3000	2000	10000	200	656		327	835	1818
68		6	2	9	3000	3000	60000	4000			11000	1000	12000
9	20		9				150000	5000			59580		
20		9	4		350	300	50000	5000			2000	8000	10000
100	7		4		500	500	25000	4000					
60		3		7	300	250					2700	1500	4200
114	1	1	1	4	2000	1000	2000	500			320	2050	2370
		2		2	250	125	35000	150		11464		917	12381
150		2		4	60	50	4000	200			700	600	1300
25				1									
182		1		6			15000	840			810		810
4	13		28		8000	5000							
72				3			2000	200			225	225	450
113				2			850	150			36	450	486
108		1		5	150	300	6000	400		50	1400		1450
62				2			850	150			250	200	450
56			1	2			3000	125			540		540
208		3		8	50	40	12000	500			920	360	1280

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment							
				Male				Female			
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total
Academy of the Visitation	Mobile	Mobile	Catholic					34	29		63
Ala. Central Female Col.	Tuscaloosa	Tuscaloosa	Baptist					7		92	99
Ala. Presbyterian College	Anniston	Calhoun	Presbyterian		39	41	80				
Alabama Synodical College	Talladega	Talladega	Presbyterian	4			4	10	50	24	84
Athenaeum Orphan Home	East Lake	Jefferson	Catholic	41	5		46	39	17		56
Athens College	Athens	Limestone	Methodist						104	72	176
Baker Graded School	Mobile	Mobile	Private	20			20	55	31		106
Baptist Collegiate Institute	Newton	Dale	Baptist	15	80		95	18	90	2	115
Baptist Orphanage School	Evergreen	Conecuh	Baptist	50			50	40			90
Barnes School	Montgomery	Montgomery	Private	48	69		117				
Bessie Berry's Priv. School	Sylacauga	Talladega	Private	17			17	20			37
Birmingham College	Birmingham	Jefferson	Methodist		102	52	154				
Birmingham Med. College	Birmingham	Jefferson	Private			124	124			1	
Blessed Sacrament Academy	Birmingham	Jefferson	Catholic	60			60	80	30		170
Bridgeport Academy	Bridgeport	Jackson	Baptist	22	35		57	20	39		96
Cathedral Boys' School	Mobile	Mobile	Catholic	76			76				
Cathedral Creole School	Mobile	Mobile	Catholic	18			18	39			57
Convent of Mercy Academy	Mobile	Mobile	Catholic	23			23	61	10		94
Downing Industrial School	Brewton	Escambia	Methodist					56	81		137
Edgar School for Boys	Montgomery	Montgomery	Private	20	35		55				
Flat Rock High School	Flat Rock	Jackson	Methodist	10	10		20	10	12		42
Gaylesville Academy	Gaylesville	Cherokee	Baptist		40		40		45		85
Goodrich School	Huntsville	Madison	Private	22	34		56	26	54		136
Greene University School	Athens	Limestone	Private	5	55		60				
Howard College	Birmingham	Jefferson	Baptist		104	94	198			18	
Immaculate Concept'n Sch'l	Mobile	Mobile	Catholic					211	18		229
Industrial School & Gardens	Mobile	Mobile	Catholic	163			163				
Judson College	Marion	Perry	Baptist					9	82	162	253
Knott High School	Mobile	Mobile	Private					75	48		123
Louie Compton Seminary	Birmingham	Jefferson	Private					74	156	20	250
Mallalian Seminary	Dothan	Houston	Methodist	59	10		69	48	10		127
Margaret Allen School	Birmingham	Jefferson	Private	1			1	24	52		77
Marion Institute	Marion	Perry	Private		96	77	173				
Marion Seminary	Marion	Perry	Presbyterian					30	52		82
McGill Institute	Mobile	Mobile	Catholic	46	54		100				
Moble Institute	Anniston	Calhoun	Episcopal	10			10	32	18		60
Normal & Indust'l Institute	Jopps	Cullman	Congregational	33	26		62	28	30		120
Orphans' Home	Talladega	Talladega	Presbyterian	29			29	39	3		71
Our Lady of Sorrows School	Birmingham	Jefferson	Catholic	68	2		70	87	3		160
Fennie Privett School	Oxford	Calhoun	Private	11			11	14			25
St. Aloysius School	Bessemer	Jefferson	Catholic	97	4		101	77	4		182
St. Bernard College	St. Bernard	Cullman	Catholic	30	130	15	175				
St. Catherine's School	Pratt City	Jefferson	Catholic	34			34	38			72
St. Francis School	Biecton	Bibb	Catholic	54	1		55	61	7		123
St. James School	Gadsden	Etowah	Catholic	41	1		42	68	8		119
St. Joseph's School	Brookside	Jefferson	Catholic	32			32	30			62
St. Joseph's School	Florence	Lauderdale	Catholic	28	3		31	22	3		56
St. Joseph's School	Mobile	Mobile	Catholic	81			81	103	24		208

DEPARTMENT OF EDUCATION.

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PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
63	28	34		3		15	6650	\$ 10000	\$ 100000	\$ 3000			\$ 9000		\$ 90
99	40	89		12	3	9	1000	300	150000	1000		200	9000		92
84	38	42	5		8		2000	1500	75000	2500	80	8940	3000		120
88	38	60		10	2	3	500	500	80000	2500					
102	100	2				3	500	500		900					
176	122	48		10	1	18	4500	6000	200000				12924	24316	372
184		106		6		6	600	500	10000	250			4000		40
206	150	55	13	14	3	4	300	250	18000	5000			3000		20
96		90	2	2		3	150	100	3000	500					
117	15	102	15			6			20000	500					
37		27				1							300		3
154	50	94	5		11		6000	5000	170000	4000	600	7895	4500		129
125		125			49				60000	15000			15510	4294	198
170	20	150		1	12		325	500							
116	50	66	3		2	3	200	200	35000	600		900	630		15
76		76				2									
57		57		6		2							90	310	4
84		84		3		4	40	25	75000	500			1400		14
137	106	32		6		9	500	750	38339	575		18919	3700	1145	187
55		55	4		2		300	300	20000	300					
42	10	32	1	1	2	1	200	100	8000	75	750		300	1000	20
85	62	23	1		1	2	500	500	10000	1000			972	1200	21
166	12	154	2	2	2	2	200	250	16000	500			4500		
60	20	40	3		3		600	600	17500	300					
216	119	97	20		15	1	20000	25000	250000	20000	7237	6473	4643	7363	257
229	122	107		6		9	500	400							
163	163				12				70000	5000		3500		2500	60
253	222	31		25	5	21	6000	5000	166750	37100	601	828	37608	28720	677
123		123		7		7	500	300	10000	500					
250	40	210		20		20	1245	1000		20000			21000		210
127	54	73			2	3		2000	10000	200	656		327	836	18
77	9	68		6	2	9	3000	3000	60000	4000			11000	1000	120
173	184	9	20		9				150000	5000			59580		595
82	62	20		9	4		350	300	50000	5000			2000	8000	100
100		100	7		4		500		25000	4000					
60		60		3		7	300	250					2700	1500	42
115	1	114	1	1	1	4	2000	1000	2000	500			320	2050	23
71	71			3		2	250	125	35000	150		11464		917	123
150		150		2		4	60	50	4000	200			700	600	13
25		25				1									
182		182		1		6			15000	340			810		8
175	171	4	13		28		8000	5000							
72		72				3			2000	200			225	225	4
113		113				2			650	150			36	450	4
108		108		1		5	150	200	6000	400		50	1400		14
62		62				2			850	150			250	200	4
56		56			1	2			3000	125			540		5
208		208		3		8	50	40	12000	500			920	360	19

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment						
				1913-14			1914-15			Total
				Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	
St. Joseph's School	Sheffield...	Colbert	Catholic	35	20	55	35	20	—	—
St. Mary's Academy	Huntsville...	Madison	Catholic	40	—	40	60	—	—	—
St. Mary's School	Mobile	Mobile	Catholic	109	1	110	91	19	—	1
St. Mary's School	Tusculumbia	Colbert	Catholic	35	13	48	19	9	—	—
St. Mary's of Loretto Acad.	Montgomery	Montgomery	Catholic	—	—	—	139	22	—	1
St. Paul's School	Birmingham	Jefferson	Catholic	100	4	104	106	16	—	1
St. Peter's School	Montgomery	Montgomery	Catholic	110	—	110	—	—	—	—
St. Vincent's Academy	Mobile	Mobile	Catholic	118	7	125	—	—	—	—
St. Vincent's Select School	Mobile	Mobile	Catholic	—	—	—	146	19	—	1
Sacred Heart Academy	Selma	Dallas	Catholic	36	—	36	100	—	—	1
Sacred Heart Academy	Cullman	Cullman	Catholic	—	—	—	32	18	—	—
Sacred Heart School	Cullman	Cullman	Catholic	93	—	93	97	—	—	—
Selma-Summerfield College	Summerfield	Dallas	Private	—	2	2	—	23	20	—
Jno. H. Sneed Seminary	Boaz	Marshall	Methodist	133	38	171	180	67	—	1
Southern Indust. Institute	Camp Hill	Tallapoosa	Private	14	60	74	10	35	—	—
Southern University	Greensboro	Hale	Methodist	—	39	69	108	4	10	—
Spring Hill College	Spring Hill	Mobile	Catholic	24	116	72	222	—	—	—
Starke's University School	Montgomery	Montgomery	Private	10	33	43	—	—	—	—
Thorsby Institute	Thorsby	Chilton	Congregational	15	24	39	8	19	—	—
University High School	Birmingham	Jefferson	Private	7	36	43	—	—	—	—
University Military School	Mobile	Mobile	Private	40	90	130	—	—	—	—
Woman's College of Ala.	Montgomery	Montgomery	Methodist	—	—	—	—	—	204	1
Miss Woodruff's Priv. Sch'l.	Montgomery	Montgomery	Private	32	—	32	40	—	—	—
Totals	—	—	—	2222	1448	544	4214	2612	1391	625 41

*Figures used are from 1913-14.

DEPARTMENT OF EDUCATION.

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PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

Enrollment— Grand Total.	Pupils		Grad- uates		Teachers		Libraries		Value of Buildings and Sites.	Value of Equipment	RECEIPTS				
	Boarding.	Day.	Male.	Female.	Male.	Female.	Number of Volumes	Value.			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
120		120				2			700	150			700	175	8
100		100				5			6000	500			805	420	12
220		220		1		6	119		20000	800			1020		10
76		76				3	100	100	3000	200			550		5
161	14	147				9	1125	1225	75000	2625					
225		225			1	6			75000	500			1075		19
110		110				2	200	300	20000	1000			750		7
125		125				4							1200	300	15
155		155				8									
136	16	120		2		6				700			459		4
80	50			4		7	49	225	81100	2510			5280		52
190		190				4			3500	300			450		4
45	35	10		7	1	5	2000	1200	80000	8600			7450	600	30
418	167	251	9	5	2	7	2000	1000	15000	2000			3500	2119	56
119	78	40	6	4	4	10	8000	3493	60300	25387		13000	1870		148
122	89	33	5	3	11		10500	15000	200000	10000	3628	6443	4754	2300	176
222	222		18		29		32000	50000					66600		666
43	13	30	1			3	100	50	20000	350					
66	32	34	1	2	2	4	3000	2000	10000	1000		5000	1000		60
43		43	6			3			15000	800			4730		47
130	20	110	13		4	3	300	1100	20000	2500			12080		120
294	182	22		12	6	13	2000	2500	250000	3000	5311	110	36232	4719	463
72		72				4	100	50							
8842	3909	5833	245	207	247	334	131963	\$149483	\$2927739	\$206437	\$18358	\$78722	\$367405	\$99023	\$5640

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment							
				Male				Female			
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total
Alabama Christian Institute	Lum	Lowndes	Christian	24	2		26	51			51
Farber Memorial Seminary	Anniston	Calhoun	Presbyterian					127	20		147
Beloit Union School	Beloit	Dallas	Private	102			102	90			192
Burrell Normal School	Florence	Lauderdale	Congregational	76	9		85	110	12		127
Calhoun Colored School	Calhoun	Lowndes	Private	107	28		135	138	30		168
Camden Academy	Camden	Wilcox	Presbyterian	135	9		144	169	17		190
Cathedral Colored School	Mobile	Mobile	Catholic	8			8	13			21
Central Alabama Institute	Mason City	Jefferson	Methodist	44	12		56	57	32		89
Emerson H. & I. Institute	Mobile	Mobile	Congregational	68	39		107	98	82		187
Eufaula Baptist Academy	Eufaula	Barbour	Baptist	27			27	48	1		76
Hopewell Man. Train. Sch'l.	Furman	Wilcox	Private	40	10		50	43	8		61
Immaculate Concept'n Sch'l.	Birmingham	Jefferson	Catholic	40			40	50			90
Knox Academy	Selma	Dallas	Presbyterian	344	7		351	417	20		478
Kowaliga A. & I. Institute	Benson	Tallapoosa	Private	59			59	154			213
Lincoln Normal	Marion	Perry	Congregational	100	25		125	103	45		173
Lomax Hannon N. & I. Ins.	Greenville	Butler	Methodist	45	40		85	63	60		148
Miller Memorial College	Birmingham	Jefferson	Methodist	56	37	2	95	83	41	1	120
Miller's Ferry N. & I. Ins.	Miller's Ferry	Wilcox	Presbyterian	101	9		110	120	15		145
Montgomery Indust. School	Montgomery	Montgomery	Private					340			340
Mt. Meigs Colored Institute	Wauhatchie	Montgomery	Private	127			127	123			250
Payne University	Selma	Dallas	Methodist	116	59	8	183	146	86	11	246
People's Village School	Mt. Meigs	Montgomery	Private	81	3		84	117			201
Prairie Institute	Prairie	Wilcox	Presbyterian	56			56	69			125
St. Anthony's School	Mobile	Mobile	Catholic	45			45	92			137
St. Bernard's School	Mobile	Mobile	Catholic	61			61	76			137
St. James' School	Prichard	Mobile	Catholic	45			45	55			100
St. John the Baptist School	Montgomery	Montgomery	Catholic	60			60	53			113
St. Joseph's College	Montgomery	Montgomery	Catholic	39	6		45				45
St. Peter's School	Chastang	Mobile	Catholic	12			12	16			28
St. Peter Claver's School	Mobile	Mobile	Catholic	56			56	48			104
St. Stephen's School	Fairford	Washington	Catholic	16			16	20			36
Selma University	Selma	Dallas	Baptist	64	56	6	126	91	84	1	202
Snow Hill N. & I. Institute	Snow Hill	Wilcox	Private	58	90		148	60	94		242
South Ala. Baptist College	Greenville	Butler	Baptist	48	24	11	83	66	39	13	141
Southern N. & I. Institute	Brewton	Escambia	Private	16			16	20			36
Stillman Institute	Tuscaloosa	Tuscaloosa	Presbyterian		20	22	42				42
Street Man. Train. School	Richmond	Dallas	Private	90			90	110			200
Talladega College	Talladega	Talladega	Congregational	204	67	53	324	263	90	35	412
Thomaston Academy	Thomaston	Marengo	Baptist	80	12		92	95	14		101
Trinity School	Athens	Linestone	Congregational	116	2		118	143	16		277
Union Institute	Mobile	Mobile	Methodist	92	5		97	100	7		204
Totals				2869	563	102	3539	4017	818	61	4848

DEPARTMENT OF EDUCATION.

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PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
93	10	83			2	5	500	\$ 200	\$ 7000	\$ 300			\$ 323	\$ 2839	\$ 31
147	147				2	11	2000	750	60000	500			6000	8000	140
193		193		2	1	4	200	50	2000	200		546	99	30	7
207	2	205	4	1	1	6	600	300	10000	1000			500	2500	
303	90	213	5	6	8	22	3200	2050	50750	42187	4381		995	86427	412
230	40	290		5	2	7			10000	500			100	3075	31
21		21				1				50					
145	81	84	1	2	2	8	550	325	48000	5000			1053	3358	92
257	2	255	2	3	3	8	800	800	50000	5000			2100	3200	53
76	6	70		1	1	2			2000				200	400	6
101		101			2	2	6	6	1500	42			310	110	4
90		90				2			4000	500			90		4
783		783		3	2	15	200	75	8000	1500		4000	200		42
213	25	188			4	5	932	500				5000	218	6200	114
273	60	213	4	5	1	14	500	100	2500	1000		7000	1000		80
206	58	140	5	5	2	5	600	525	60000	500		2371	525		28
220	60	160	1	4		7	500	500	60500	3000			2953	2441	54
245	65	180	5	4	6	10	550	450	15000	3000		1350		4900	62
240		240		16		10	2000	500	20000	6000					
230	11	239	4	1	1	5	1200	900	12000	550			425		4
426	130	296	16	20	5	10	300	250	75000	1000		500	500	6000	70
198	15	183	2	5	1	4	150	50	10000	400			550	2438	29
125	33	92	2	3	4	5							89	3278	33
137		137				2									
137		137				2									
100		100				2									
112		112				3			20000	500			100		1
45	45				4		300	300	40000	300		5000	700		57
28		28				1			300	30				160	1
104		104		1		2							161	100	2
36		36				1			1000	50				160	1
302	119	183	11	9	9	11	1000	500	75000	1000		9493	1059	6117	166
302	215	87	6	9	12	16			49496	1848	2376	12647	2011	2467	195
190	20	170			2	3			4500	500		186	286	460	9
36	5	31			2	2	50	35	8450			1080	58	180	12
42	35	7	2		3		4000	3000	40000	1000		5000	800		68
285	2	198			3	4			5000	1000			100	2440	25
702	224	478	21	34	14	26	14000	15500	244125	47465	6347	8497	6936	30742	525
201	4	197			1	2	7	7	6000	80			200	175	3
277	1	276		9		8	1265	500	13500	500		2650	880		35
204		204		1		3			2500	500			540	280	8
6435	1495	6940	94	154	106	259	35510	\$ 28173	\$1018121	\$145642	\$13104	\$65452	\$32076	\$184267	\$2448

AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND, POLL TAX, AND COUNTY FUND, AND
AMOUNT PAID FROM RURAL SCHOOL HOUSE AND LIBRARY FUNDS, 1914-15.

COUNTIES.	Balance from Previous Year	Three Mill Tax and State Approp- riation	Poll Tax	County Tax	Rural School House Fund	Rural Library Fund
Autauga	\$ 1,360.00	\$ 19,107.75	\$ 817.50	\$ 4,505.33	\$ 1,100.00	\$
Baldwin	3,581.53	19,126.25	762.00	21,541.34	800.00	180.00
Barbour	192.46	34,097.25	1,437.00		360.00	10.00
Bibb	537.92	22,062.75	1,419.00	4,951.77	1,400.00	190.00
Blount	1,378.22	22,005.50	2,410.50	4,760.75	725.00	
Bullock	1,163.66	33,101.75	735.00		548.50	10.00
Butler	.97	34,787.50	1,633.50	5,819.16	1,050.00	100.00
Calhoun	271.53	41,453.50	2,413.50	14,612.42	1,627.27	
Chambers	636.34	39,033.50	2,614.50	7,274.45	1,000.00	190.00
Cherokee	558.04	18,840.25	1,719.00			40.00
Chilton	246.83	21,881.75	2,217.00	4,992.07	720.00	40.00
Choctaw	586.33	20,754.25	696.00	3,740.37	1,008.27	20.00
Clarke	1,462.48	30,497.50	1,245.00	3,892.35	1,000.00	70.00

Clay	103.90	20,154.75	1,083.00	3,508.00	1,000.00	10.00
Cleburne	265.80	12,828.75	1,167.00	2,281.83	700.00	40.00
Coffee	.90	27,747.50	2,346.00	5,153.77	1,000.00	-----
Colbert	38.91	28,369.00	1,338.00	-----	1,570.00	60.00
Conecuh	508.01	21,857.00	1,222.50	5,040.34	4,000.00	30.00
Coosa	85.02	16,984.00	1,297.50	2,479.98	1,200.00	-----
Covington	-----	35,543.75	2,496.00	-----	1,000.00	100.00
Crenshaw	326.82	20,999.00	1,738.50	3,894.09	550.00	20.00
Cullman	182.26	29,020.75	2,944.50	5,556.57	1,100.00	-----
Dale	435.03	21,111.75	1,899.00	4,923.55	550.00	20.00
Dallas	4,442.18	54,139.25	1,519.50	-----	400.00	60.00
DeKalb	333.17	28,019.75	2,721.00	-----	1,000.00	-----
Elmore	1,084.37	28,561.75	1,732.50	5,566.07	1,100.00	40.00
Escambia	758.87	20,561.75	1,173.00	20,429.65	600.00	70.00
Etowah	826.68	34,834.25	2,790.00	11,128.06	200.00	20.00
Fayette	1,007.23	18,048.25	1,671.00	3,314.08	150.00	10.00
Franklin	-----	17,520.25	2,044.50	3,845.62	1,250.00	80.00
Geneva	306.94	27,458.75	1,579.50	-----	1,125.00	10.00
Greene	5,281.69	19,457.50	478.50	-----	-----	-----
Hale	403.44	27,907.25	790.50	-----	3,100.00	-----
Henry	163.94	18,812.50	1,272.00	-----	694.00	10.00
Houston	1,077.21	32,213.75	2,097.00	7,155.81	1,300.00	50.00
Jackson	3,292.92	28,347.85	1,800.00	3,180.47	600.00	10.00
Jefferson	7,520.23	220,475.75	16,023.00	214,722.63	1,100.00	190.00
Lamar	935.78	18,059.25	1,630.50	3,159.90	1,035.77	20.00

AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND, POLL TAX, AND COUNTY FUND, AND
AMOUNT PAID FROM RURAL SCHOOLHOUSE AND LIBRARY FUNDS, 1914-15—Continued.

COUNTIES.	Balance from Previous Year.....	Three Mill Tax and State Approp- riation.....	Poll Tax.....	County Tax.....	Rural School House Fund.....	Rural Library Fund.....
Lauderdale	295.62	29,771.50	2,154.00	6,679.57	1,200.00	60.00
Lawrence	803.29	19,700.50	1,403.66	3,618.40	1,000.00	70.00
Lee	32.96	32,909.25	1,345.50	-----	2,200.00	10.00
Limestone	550.94	26,200.50	1,855.50	-----	1,500.00	40.00
Lowndes	97.33	33,745.25	544.50	-----	1,650.00	40.00
Macon	483.89	25,124.00	586.50	5,023.12	1,900.00	20.00
Madison	68.96	42,388.50	2,313.00	14,611.68	1,475.00	120.00
Marengo	879.55	36,941.50	1,177.50	6,520.04	1,100.00	50.00
Marion	872.92	18,774.25	2,065.50	-----	600.00	-----
Marshall	1,101.95	29,617.50	2,797.50	4,830.13	1,200.00	90.00
Mobile	-----	70,790.50	4,513.50	135,280.23	-----	100.00
Monroe	4,786.70	25,704.25	1,006.50	4,154.02	1,000.00	30.00
Montgomery	3,625.88	83,281.00	4,458.00	-----	600.00	60.00

DEPARTMENT OF EDUCATION.

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Morgan	1,784.87	32,538.00	2,865.00	5,111.16	400.00	---
Perry	4,537.26	32,086.90	909.00	---	1,800.00	20.00
Picketts	145.31	26,853.75	1,496.30	3,925.14	1,825.00	150.00
Pike	124.42	31,704.75	1,971.00	---	1,343.00	20.00
Randolph	---	25,731.75	1,983.00	3,879.42	1,000.00	180.00
Russell	10.42	28,558.75	576.00	---	2,700.00	---
Shelby	831.76	24,997.50	1,968.00	8,098.35	1,875.00	20.00
St. Clair	1,479.46	22,040.50	1,803.00	5,964.79	650.00	110.00
Sumter	4.82	34,597.75	586.50	---	1,350.00	---
Talladega	12,252.89	37,308.00	1,954.50	11,531.13	400.00	10.00
Tallahassee	---	32,989.00	2,043.00	6,618.06	900.00	---
Tusculum	2,118.11	44,481.25	2,868.00	15,312.76	1,335.00	190.00
Walker	1,756.91	34,372.25	4,591.00	11,634.87	934.32	110.00
Washington	943.42	13,675.75	668.90	2,862.24	625.00	---
Wilcox	603.65	33,612.00	805.50	---	200.00	50.00
Winston	---	13,330.25	1,384.50	2,110.82	200.00	---
Total	\$ 81,710.42	\$ 2,130,248.25	\$ 132,688.36	\$ 639,397.02	\$ 70,246.13	\$ 3,250.00

ANNUAL REPORT OF THE STATE BOARD OF EXAMINERS FOR TEACHERS FOR YEAR ENDING
SEPTEMBER 30, 1915.

	Total Number of Applicants--	CERTIFICATES ISSUED					Rejections Total-----	Per Cent Passed-----	Per Cent Rejected-----
		Life-----	First-----	Second-----	Thrd-----	Total-----			
December 23, 1914:									
White -----	2,513	36	52	338	714	1,140	1,373	45	55
Colored -----	836	---	---	47	304	411	425	49	51
Total-----	3,349	36	52	385	1,078	1,551	1,798	46	54
April 21, 1915:									
White -----	3,943	56	79	413	988	1,536	2,407	39	61
Colored -----	973	---	---	48	400	448	525	46	54
Total-----	4,916	56	79	461	1,388	1,984	2,932	40	60

July 21, 1915:										
White	3,944	131	305	631	766	1,893	2,051	48	52	
Colored	1,115	-----	2	98	419	519	596	47	53	
Total	5,059	131	307	729	1,185	2,412	2,647	48	52	
Total White	10,400	223	496	1,382	2,468	4,569	5,831	44	56	
Total Colored	2,924	-----	2	193	1,183	1,378	1,546	47	53	
Grand Total	13,324	223	498	1,575	3,651	5,947	7,377	45	55	

**FINANCIAL STATEMENT OF THE STATE BOARD OF
EXAMINERS, OCTOBER 1, 1914, TO SEPTEMBER 30, 1915.**

RECEIPTS.

Income from fees by applicants for teachers' certificates--\$ 17,276.17

DISBURSEMENTS.

Postage, printing, clerical service, etc.-----\$ 7,048.76

Conductors of examinations in the several counties----- 3,503.82

Salaries State Board of Examiners----- 3,600.00

Total-----\$ 14,152.58

Net income for the year----- 3,123.59

Total ----- \$ 17,276.17

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pp. 1-64, see p. 3.)

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ANNUAL REPORT

OF

Department of Education



ALABAMA
1916

Wm. F. FEAGIN

Superintendent of Education

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ANNUAL REPORT

OF THE

Department of Education

OF THE

State of Alabama

FOR THE

SCHOLASTIC YEAR ENDING
SEPTEMBER 30, 1916



BY

WM. F. FEAGIN

Superintendent of Education

Montgomery, Ala.
BROWN PRINTING COMPANY,
State Printers and Binders,
1917

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**STATE OF ALABAMA
DEPARTMENT OF EDUCATION**

MONTGOMERY, January 6, 1917.

**To His Excellency,
CHARLES HENDERSON,
Governor of Alabama.**

Sir:—In keeping with my duty as prescribed by law and in order that the people of the State may have in convenient form information about the condition, progress, possibilities and needs of the schools of the State, I herewith submit to you the Annual Report of the State Department of Education for the year ending September 30, 1916.

This Report has been delayed this year because of a very strenuous campaign for the adoption of the local tax amendment, which made it impossible for the county officials to file their reports until after the election and also for this Department to compile them.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Amos J. Hagen". The signature is fluid and cursive, with a large initial "A" and a stylized "H".

***State Superintendent
of Education.***

GENERAL STATEMENT

INTRODUCTORY

SOME conception of the growth and development of our public school system may be gathered from this Report. The people of the State have a right to know what has been done, what is being done and what is contemplated through the approved agency for the dissemination of knowledge among the masses and for the perpetuation of popular government. The Report is for the information and instruction of the public. It seeks not merely to let the people know what has been done, but also to set them thinking about what should be done. Much of its is given over to tables and statistics dealing with the material side of the schools. This is necessarily so, inasmuch as the people require a strict accounting of public funds, and for the further reason that figures constitute the best test we have yet found for measuring achievement. The real significance of the Report, however, will not be understood unless the reader goes beyond the mere data given and recognizes those spiritual values which are the desiderata of education and which cannot be expressed in dollars and cents.

The duties of the State Superintendent of Education, as set out in the School Laws of Alabama, are manifold, but necessary for the administration and supervision of our public school system. From year to year these duties become more diversified and complex, a necessary consequence of growth and expansion. This will not be questioned when it is remembered that every type of insti-

tution from the remotest rural school to the university are comprehended in the State scheme and since the Department of Education is supposed to function in these divers ways.

In the absence of a State board of education, which our present Constitution precludes, the State Superintendent must accept the responsibility of planning and projecting work which is to extend over indefinite periods of time and he must work out, in so far as he may, a proper coordination of the several educational agencies.

Under the Constitution of Alabama, he can serve but four years. It is impossible in so brief a time to do much more than inaugurate plans. Just when these plans are under way and begin to yield results, he must hand over his office to a successor, who may or may not be in sympathy with the things he has been doing. The other states of the Union recognize the value of longer service and impose no such limitation.

Alabama has not progressed very far, in the opinion of educational experts, but she now has new and improved machinery and is ready for the greatest forward movement in her history. In order to guarantee an uninterrupted program of progress, legal provision should be made for a State board of education clothed with all necessary duties and powers to manage the schools without the dangers incident to political issues and prejudices. Given a State board of suitable size and with the terms of a minority of the members expiring at regular intervals, a continuous policy could be initiated and followed, which would in the near future place Alabama in an enviable position in the sisterhood of states.

It is needless to say that among other duties of the State board of education should be the appointment of the State superintendent of education. Inasmuch as the

term of office of the present incumbent will expire before another legislature and it will be impossible for him to profit directly, his motive will not be questioned in stoutly insisting that the greatest need of the public school system today, from a legal standpoint, is a judicious law authorizing the creation of a State board of education.

It is gratifying to state that public sentiment is awakening to the needs of the schools as never before. The people are desirous of obtaining information that will help them in improving their schools. I have always had a profound belief that the people, if they were informed, would do the right thing, and in this opinion I have been confirmed by the recent local tax amendment campaign, which, in the face of apparently insurmountable obstacles, received a very substantial endorsement; I am further confirmed in this opinion by the many letters which are constantly being received by the Department of Education from school officers and patrons and by the spirit manifested at educational meetings and conferences.

The school population of the State, according to the census of 1916, was 780,366. Of this number 444,060 were whites and 336,306 were negroes, the legal age in Alabama being from seven to twenty-one. The total enrollment in the various departments of elementary and high schools was 503,102, or 64 per cent of the total school population. Of this number, 344,481 were whites and 158,621 were negroes. These children were taught in 6,222 school buildings, 4,534 for whites and 1,688 for negroes. In instructing these children and in manning these buildings, 10,757 teachers were employed, 8,142 being white and 2,615 being negroes. These school buildings represent an outlay of more than eight millions of dollars and the amount spent for instruction alone was over three and one-half millions of dollars.

These facts constitute a basis from which may be gained some inference of the vastness of the work of educating our boys and girls, the greatest of all enterprises in which the State engages.

WHERE THE EMPHASIS HAS BEEN PLACED.

The constructive work of the year 1915-16 centered about the election of county boards of education and the adoption of the amendment to the Constitution authorizing local taxation for public school purposes, and they will be dealt with in chronological order along with other closely related matters. It is hardly possible to understand the character and motive of the campaign for county boards of education without a knowledge of the old law and the new for the administration of the county school system, and for that reason a brief analysis in contrasted form follows:

COUNTY BOARDS OF EDUCATION.

Old Law.

New Law.

Personnel.

Five members, four elected by the chairman of the district trustees, the county superintendent being the fifth man.*

Five members elected from the county-at-large by the legal voters, both men and women being eligible.

Qualifications.

Qualified elector of the county.

Good moral character, at least a fair elementary education, good reputation for honesty, business ability, public spiritedness and interest in the good of public education.

*It should be remembered that the county superintendent was one of the five members of the board and therefore had a right to assist in fixing his own salary.

Term of Office.

Four years, the terms of members being contemporaneous.

Six years, one or two members retiring at the end of each two-year period.

General Duties.

To have entire control of the public schools within their respective counties, unless otherwise provided by law; to make rules and regulations for the government of the schools; to acquire, purchase, lease, receive, hold and convey the title to real and personal property for school purposes except where otherwise provided; to sue and contract.

To have entire control of the public schools within their respective counties, unless otherwise provided by law; to make rules and regulations for the government of the schools; to acquire, purchase, by the institution of condemnation proceedings if necessary, lease, receive, hold and convey the title to real and personal property for school purposes except where otherwise provided by law; to sue and contract.

Specific Duties.

(a) To place the county superintendent of education, elected by popular vote, upon a salary basis, requiring him to give full time to the supervision of the schools.

(a) To elect a county superintendent of education, prescribe his duties and fix his salary.

(b) To elect a county treasurer of public school funds.

(c) (No corresponding power. Successor appointed by State Superintendent of Education.)

(d) To select teachers upon nomination by district trustees and to employ assistant superintendents and fix their salaries.

(e) To erect, repair and furnish schoolhouses, fix wages of employees and have control of the public school funds of the county, except as otherwise provided by law.

(f) Upon proper application, publication and notice, to rearrange the boundaries of any school district.

(g) (No authority to transport pupils at public expense.)

(b) To elect a county treasurer of public school funds.

(c) To elect a successor of any member whose place becomes vacant by death, resignation or otherwise, until the next regular election.

(d) To select upon nomination of the county superintendent of education, teachers, assistant superintendents, supervisors, and office assistants and fix their salaries.

(e) To erect, repair and furnish schoolhouses, fix wages of employees, determine the incidental fees and have entire control of the public school funds of the county except as otherwise provided by law.

(f) To fix the boundaries of school districts and locate schools with reference to convenience, efficiency and economy.

(g) To consolidate schools and provide for the transportation of pupils at public expense.

(h) (No authority. Trustees elected by voters of school district.)

(i) (No authority.)

(j) (No authority except by impeachment proceedings.)

(k) (No authority. Under supervision of district trustees.)

(h) To appoint from one to three trustees for each school.

(i) To enforce compulsory attendance as required by law.

(j) To dismiss the county superintendent or any other employee for cause or when in the opinion of the board the best interests of the public schools require it.

(k) To provide for taking the school census.

An examination of the comparative outline of duties shown above reveals the radical changes that have been made in the law and the enlarged powers and responsibilities with which the new boards have been clothed. The board members are now elected by the voters of the county as a whole and not at the behest of some person who would like to hold office. The members receive no compensation for their work, but experience has shown that men of business ability will accept the responsibility when there is a demand for service and when they can feel that they have the power and latitude for doing effective work. This is particularly true of boards of education, because the work they do concerns all individuals and all industries. The Alabama law is in absolute harmony with progressive legislation and has the unqualified endorsement of the United States Bureau of Educa-

tion, of the Southern Conference for Education and Industry, and of national experts on school administration. The wisdom of the plan has been summarized by one of our foremost educators:

“The county system of school organization is merely an attempt to apply to our educational affairs the same common sense principles of business administration which have been put into practice, in whole or in part, in other departments of our governmental service, and which have been found to give such excellent results everywhere in the business world. Under the system as best developed, the people elect a county board of education of five, which is analogous to a city board of education for a city. This board then selects and appoints a county superintendent of schools, and such deputy supervisors as are needed; determines the educational policy for the county, and sets financial limitations; manages the schools of the county, outside of cities having a city superintendent, as a unit and after much the same method of organization and management as has been found so effective in city and school organization; alters, consolidates, or abolishes the school districts, as the best interests of education require; oversees the work of its executive officers; determines the county school tax; appropriates all funds; employs teachers, fixes and pays them their salaries; provides equal educational advantages and length of term for all schools in the county, and free high school advantages for all children; acts as a board of control for any county high school, teachers’ training school, or parental school which may be established; looks after the building and repair of all school buildings, and the purchase of all books and school supplies; and, in general, manages the scattered schools of the county as though they were a compact city school system. Under such a system

of school organization, educational progress can be made in a year which it would take a decade or more to obtain under the district system."

From the Alabama viewpoint, it is confidently believed that the new law, after it has received a fair try-out, will assure the following improvements:

1. The effective administration of the schools of the county by a capable board of five members, elected from the county-at-large by the qualified electors, clothed with ample power and responsible only to the people—a board that will do its duty fearlessly, since a majority of its personnel cannot be changed at any single election.

2. The supervision of the schools of the county by a professionally trained county superintendent of education with competent assistants elected by and responsible to the county board of education.

3. The consolidation of small rural schools into graded central schools, to which children are transported when necessary, with the attendant advantages of classified work, practical courses of study, better teachers, better schoolhouses and equipment, and social center activities.

4. The removal of the schools from the partisan influence of cheap politics.

In order to make the transition as simple and as effective as possible, the Superintendent of Education prepared appropriate literature and in person or by representative visited nearly every county in the State in the effort to acquaint the people with the law and with the character of persons required to perform the best service on county boards of education.

The campaign was altogether impersonal, pro bono publico, and no effort was made to espouse the claims of

any individual. In fact, it was not thought that any who were big enough to hold the position would covet it. Instances were found where certain school officials, who desired to retain their positions and were apprehensive lest they might lose them, had prepared "slates." In a majority of cases, however, the spirit and purpose of the law were given fair play, and in response to a wise public demand, boards were elected composed of persons of the proper business ability and who were also interested in public education. In a few instances, women were elected, and without exception they are enthusiastic about the work. This marks the beginning of their service in this official capacity and forebodes a wiser public interest and a closer affiliation on the part of the home and the school.

RURAL SCHOOLHOUSE LAW.

The period covered by this Report is the first year the amended law authorizing aid in the erection, repair and equipment of rural schoolhouses has been in operation. The amount of money available for each county was doubled by the Legislature, but there has been a slight falling off in the amount used due to a misunderstanding of the law and to unfavorable economic conditions. The machinery has now been worked out, however, and building operations in Alabama will go forward on a larger scale and more satisfactorily than heretofore. The purposes of the law are:

1. To make possible the erection with State aid in any rural school district or any incorporated town of not more than 400 inhabitants, according to the last Federal census, a modern school building.
2. To guarantee that the appropriations made by the State and the amount raised locally are expended for the

erection of such buildings as measure up to reasonable requirements both as to sanitation and health.

3. To make possible State aid in the repair and equipment of school buildings under suitable restrictions.

4. To fix the aid given in proportion to the size of the building to be erected and the amount of money to be raised by local effort.

There was considerable misunderstanding of the law at first, due to the fact that the community was required to raise two dollars for every one given by the State, while under the old law, dollar for dollar was supposed to be given. In explanation of what seemed to be an increased burden on the community, it should be said that the maximum of two hundred dollars for any and every building aided under the old law, if supplemented by the two hundred dollars raised locally was not enough to make possible a one-room building of even the most modest character, and as a result the law was misleading and wasteful, so much so that the State could no longer afford to give any amount under conditions that would not necessitate the erection of a good building.

It was deemed best, therefore, to change from the one-for-one plan to the two-for-one plan. Furthermore, under the old law the maximum of two hundred dollars was given to all communities alike, no matter how much the community might raise in excess of two hundred dollars and no matter what size building it proposed to erect. There was no difference in the amount of aid granted to a community raising \$5,000 for a five-room building, and in the amount granted to a community raising \$200 for a one-room building. In fact, the advantage was in favor of the community raising the smaller amount, since the community raising \$5,000 would not be satisfied with an inferior building, while the one raising \$200 would not

have invested enough even to awaken a reasonable degree of interest.

Under the present law, however, aid is granted in keeping with the amount raised locally and the size of the building to be constructed. The maximum now available for a school building of one, two, three, four and five or more classrooms is \$300, \$450, \$600, \$800, and \$1,000 respectively.

Another evident weakness of the old law was its failure to require that the funds donated be used as the law contemplated. It admits of no argument to say that if the State is to appropriate money for a specific purpose, there is a corresponding duty to see that the money so given is wisely expended and for the purpose for which it was granted. This could have happened under the old law, but in many cases it did not happen since money could be used before the job was completed. Under the new statute whereby State plans must be prepared, furnished and followed, the unbusinesslike way of the old law has been done away with. Although the law has been construed as liberally as possible, there has been an occasional failure to understand the wisdom of its provisions. Now that the Department has prepared plans and literature setting out the exact procedure step by step and the various phases of the law have been carefully explained to school officials in every county of the State, it is believed that at this, the close of the first year of its operation, we are ready to enter upon a wiser program for the erection, repair and equipment of public school buildings in the rural communities of Alabama.

CERTIFICATION OF TEACHERS.

One of the most far-reaching plans in our selection of teachers has been the recognition given to graduates of

certain institutions of higher learning. All graduates of the class A normal schools since 1915, of the Alabama Girls' Technical Institute for 1916 and afterwards, and of other institutions of higher learning within and without the State satisfactorily completing a four-year college course based upon a four-year high school course and pursuing a fixed number of hours of professional study for one scholastic year or more, are now issued Alabama first grade certificates upon the submission of satisfactory evidence of the completion of the required work.

This law also empowers the Board of Examiners to validate certificates issued in other states, for a period not to exceed the date of their original expiration, and provided the conditions upon which the certificates were issued in other states are as exacting as those upon which the certificates of like grade are granted in Alabama. The State Board of Examiners may also extend the certificate of any teacher for one year at a time and for a total of not more than four consecutive years, provided such teacher pursues a six weeks' course of professional study approved by the Board of Examiners at some institution of higher learning of the types mentioned above, during the twelve months next preceding the date of the expiration of the certificate, and submits proper proof.

It is too early to venture an estimate of the effect this law will have upon the teaching standard in Alabama. There can be no doubt that it will give a fine impetus to the movement for teacher-training, which the Department is continually waging. Some idea of what is to be expected may be had from the figures of the July, 1916, examination:

The total number of certificates issued was 2,059. Of these, 1,845 were based upon examination and 214 upon

graduation. It is a reasonable inference that the new law will increase our supply of higher grade teachers with a corresponding diminution of those holding certificates of lower grade. Another promising feature is the fact that 274 teachers whose certificates were expiring in July 1916, pursued six weeks' courses of professional study and in consideration therefor had their certificates extended for one year.

As yet, it has been impossible to realize much upon the provision for the validation of certificates issued in other states, due to the differing standards and to the difficulty in securing satisfactory data.

Perhaps the most constructive effect of the new law has been the establishment of departments of education in many of our institutions of higher learning, the list now including the University, the Polytechnic Institute, the Girls' Technical Institute, and the following private and denominational colleges: Howard, Birmingham, Southern, Woman's, Judson, and Athens. These active agencies for the training of teachers indicate a healthful and growing sentiment favorable to the professionalization of teaching.

TEACHERS' AND YOUNG PEOPLE'S READING CIRCLE.

Beginning with July 1916, the work has been administered from the State Department of Education. The Reading Circle was set in motion by the Alabama Educational Association in 1909 with a special board of directors composed of prominent school men. The report of Secretary Clayton at the 1916 meeting of the Alabama Educational Association showed the following summary of work covering the life of the organization:

Books for teachers read.....	21,996
Certificates issued to teachers.....	2,431
Diplomas granted to teachers.....	183
Rural school libraries taken.....	4,769
Number of volumes in these libraries.....	111,735

The Reading Circle has been self-sustaining from the beginning, due to the careful management of the Board of Directors and of Secretary Clayton. The explanation in the change of plan in administering the reading circle work is found in the following resolution, which was unanimously adopted by the Alabama Educational Association in April 1916:

Whereas, 1. A library board has been created by law, whose duty is to select libraries for the public schools of the State, and

Whereas, 2. The success of the Reading Circle work largely depends upon the selection of books used as the basis for the examination of teachers in professional subjects, and upon the promotion of Reading Circle work in the county institutes, and

Whereas, 3. This board does not feel that it is proper for it to appear to usurp the function which the law specifically assigns to another board, and

Whereas, 4. We desire to conserve the best interest of the Teachers' Reading Circle of the State,

Therefore, Be it unanimously resolved by the Board of Directors of the Teachers' Reading Circle that we recommend to the Alabama Educational Association that J. J. Doster, C. B. Glenn, and C. W. Daugette, members of the Reading Circle Board, be appointed a committee with plenary power to act, to confer with the legally constituted library board, and to make the best possible ar-

rangement for the continuation of the Teachers' and Young People's Reading Circle work in Alabama.

(Signed.) J. R. Rutland, President.

N. R. Baker, Vice President.

C. W. Daugette.

J. J. Doster.

C. B. Glenn.

S. S. Murphy.

The special committee named in the above resolution took the position that inasmuch as the State Department of Education is legally charged with the administration of the library law and the reading circle law is almost indissolubly related thereto, the Department of Education should incorporate it into the state office and make provision for its administration. Believing that this would justify the Board of Examiners in giving more liberal recognition to those taking the reading circle course and that the books themselves could be so selected as to serve as the basis of instruction in teachers' institutes, the Superintendent felt it his duty, despite the voluminous duties and the press of work, to accept this added responsibility.

The new reading circle year began July 1, 1916, and will end June 30, 1917. It is, of course, impossible to say what the results of the new order are to be, since only one quarter of the time is covered by this Report. The policy of the Department, however, for the reading circle work is as follows:

1. The selection of a secretary charged with the responsibility of promoting the work, this secretary to be a member of the force of the State Department of Education.

2. The reduction of the number of books in the reading circle course to the actual number required for credit, an

option being allowed only on a book of methods for teachers in elementary and high schools, thereby guaranteeing unity of effort.

3. The liberal recognition of reading circle work in the certification of teachers by the State Board of Examiners.

4. The use of the books adopted for study in county teachers' institutes.

The books adopted for the year are as follows:

1. Better Rural Schools—Betts & Hall.
2. Health and the School—Burks.
3. Teaching the Common Branches—Charters; or, Methods of Teaching in High Schools—Parker.

The recognition to be given for the completion of reading circle work on State teachers' examinations has been fixed for the different grades of certificates as shown below:

Third Grade:

Theory and Practice of Teaching and Class Management.—One reading circle certificate will exempt from two questions; two reading circle certificates from four questions; and three reading circle certificates from the entire examination on this subject.

Second Grade:

Theory and Practice of Teaching and Class Management.—One reading circle certificate will exempt from two questions; two reading circle certificates from four questions; and three reading circle certificates from the entire examination on this subject.

First Grade:

Psychology.—One reading circle certificate will exempt from two question; two reading circle certificates

from four questions; and three reading circle certificates from the entire examination on this subject.

Life:

One certificate will exempt from one question each on two professional books other than history of education; two certificates will take the place of two questions on these books; three certificates will exempt from the entire examination on these two books; while four certificates or a diploma will take the place of the entire examination including history of education.

RURAL SCHOOL LIBRARIES.

In order to secure State aid in the establishment of a library, the community must raise an initial ten dollars, the county is then authorized to donate ten, and the State an additional ten, making a total of thirty dollars. A definite procedure must be followed both in securing aid and in purchasing the library. Full information is contained in a bulletin sent out annually by the Department of Education.

The whole number of libraries aided during the five years the law has been operative totals 2,087, the number taken last year, 536, exceeding by 31 the total number taken for the preceding year.

The library law is meeting a distinct need in affording appropriate and graded literature and supplementary reading matter in rural communities in which it otherwise could not be had. The only unfavorable criticism that has come from any community where a library has been installed is that teachers and trustees have sometimes failed to exercise due care in using and protecting the books.

TEACHERS' INSTITUTES.

The teachers' institute law, which was radically changed by the Legislature of 1915, became operative in October of that year. Hitherto, institutes could only be held in summer months. This necessitated a large corps of workers, prevented the most intensive and purposeful work, conflicted with summer sessions of institutions of higher learning, and made but little provision for the building up of a county spirit, since the teachers attended only in the counties where they lived and not in the counties where they were to teach the following year. In fact, a score of counties might be represented at any institute by the teachers in attendance. There was a further disadvantage in that few, if any, schools were in session except incompleting summer terms and the work presented could not be carried directly to the schoolroom.

Not only were summer institutes objectionable for the reason that much of the instruction had vanished before the teacher could apply it in the classroom, but for the further reason that at this time of the year many teachers were interested in vacations, business, and other activities, which, with the oppressive heat of the summer season, left the teachers neither mentally nor physically in condition to enter enthusiastically into the work.

Under the present law, institutes may be held at any time of the year. A limited number of field workers are employed and the institutes are held for the most part while the schools are in session with only those teachers who are at work in the county in attendance. This makes it possible to inaugurate definite state and county policies for the betterment of the schools. Instead of cancelling the teacher's certificate for failure to attend as the old law required, the teacher's contract is voided

unless excused in a legal way. During the year covered by this Report, the work of the institutes was definitely planned to stimulate improvement along three most important lines:

1. Teaching.
2. Physical and sanitary conditions.
3. Co-operation between the school and the home.

The first line of emphasis related directly to the professional work of the teacher and was treated both in the general and departmental sessions. In the general sessions, the training of teachers in service was stressed. The new laws were explained and the reading circle course outlined. In the departmental sessions, teachers met in three groups, the first for teachers of grades from one to three, the second for teachers of grades from four to seven, and the third for teachers of high school grades.

During these periods, method and demonstration work in teaching were presented. The principal of the county high school and two high school inspectors, Messrs. J. S. Thomas and W. C. Blasingame, presided over the high school section, the conductor of the institute over the upper grade section and the assistant, a specialist in primary work, over the teachers in grades from one to three. In the general sessions, better physical conditions both in the home and the school received emphasis, instruction being based upon the manual for elementary schools, upon the reading circle text, and upon charts which were loaned by the International Harvester Company. The principle was brought out in all of these discussions that the school cannot well preach a virtue which it does not exemplify. The extension work of the school and the federation of effort on the part of the school and the home were presented and urged in the following directions:

1. The elimination of illiteracy.
2. The school-improvement association.
3. An understanding of school laws.
4. The adoption of the amendment conferring the privilege of local taxation for school purposes.

The State Superintendent of Education, the Field Agent of the Alabama Illiteracy Commission, the President of the State School Improvement Association, the Secretary of the Teachers' and Young People's Reading Circle, and others visited the teachers' institutes at pre-arranged times and participated in the program. Undoubtedly the most important session of the institute was the one on Saturday morning, which was uniformly set apart as County Day. The time was given over to a frank discussion of the school problems of the county, to the better organization of the county teachers' association and allied agencies, and to specific plans of work with responsibility for the same definitely placed.

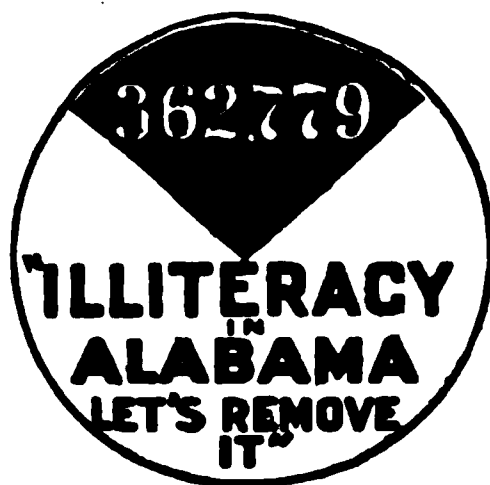
The teachers' institute is the only agency that brings together ALL the teachers of the county, thereby making possible an intelligent understanding of our school problems, both State and county, with a well-wrought program for their solution. The institutes for purposes of organization and propagandism have made possible improvement in our teaching force; in physical and health conditions; in closer co-operation between the home and the school, and in the popularization of wise legislation, as, for example, the local tax amendment.

ILLITERACY IN ALABAMA—LET'S REMOVE IT.

The Alabama Illiteracy Commission was created in accordance with an act of the Legislature, approved February 9, 1915. Conforming to the statute, the Governor appointed a Commission consisting of the following:

ex-Governor Wm. D. Jelks of Birmingham, Hon. James B. Ellis of Selma, Mrs. J. H. McCoy, nee Miss Mary N. Moore of Athens, Mrs. W. K. Linscott of Mobile, and the State Superintendent of Education, ex-officio secretary-treasurer.

After the Commission had met and organized, Mrs. E. D. Thames was appointed Field Agent and sub-commissions for each county were named. Voluntary contributions were asked for and a total of \$1,820.55 was received with which to begin the work. Mrs. Thames spent her time visiting teachers' institutes and women's clubs in the effort to create a general interest in the movement. Circumstances were such that she could not continue in the work and Miss Esther Foster, of the Dothan city schools, was chosen to succeed her.



THE ILLITERACY BUTTON

The first obstacle facing the Commission was a lack of funds with which to carry on the work. Under the slogan, "Illiteracy in Alabama—Let's Remove It," appropriate buttons were designed and sales conducted in many cities and counties of the State. From this source several thousand dollars were realized. A statement of the receipts and expenditures of this fund will be incorporated in the First Report of the Alabama Illiteracy Commission which is now being prepared.

The plan of campaign at first was in co-operation with the county sub-commissions in the effort to have the pro-

posed work understood and to inspire teachers to volunteer for the work. The campaign had a tremendous influence upon public sentiment in that it revealed conditions which few then suspected existed and in that it gave the people evidence that there were many in the profession who were willing to serve in a righteous cause without remuneration.

Hitherto the campaign has been general so far as the direct work of the Commission and the Field Agent has been concerned. The plan for the future is to concentrate upon those counties that are ready for assistance and where the teachers are willing to undertake it.

While reports for the year ending October 1, 1916, only cover forty counties, they indicate clearly that illiterates can and will go to school; that they can be taught to read and write; that in doing so, a healthy public sentiment is invariably built up.

A concrete illustration of what can be done was presented at the last session of the Alabama Educational Association and will be related in connection with the campaign for the adoption of the local tax amendment.

During the year which ended September 30, 1916, reports from forty-one counties showed that 2,963 persons received instruction. Of this number, 2,615 were taught in special schools and 348 received individual instruction. Of this number, 1,582 were totally illiterate. There were 999 who passed from the class of illiterates to that of literates—that is, learned to read and write fairly well. In this work of instruction, 248 volunteer teachers were engaged, an average of six to the county reporting. The average length of school term was 6.4 weeks of 3.5 days of 3.5 hours each. The ages of the pupils enrolled ranged from twenty-one to eighty-one, the average being approximately forty years.

It must be remembered that ignorance is exceedingly conservative and the unlettered are very diffident and easily embarrassed. It requires the spirit of the pioneer to find them and of the missionary to win them; but they learn much more readily than children and the gratitude they feel when they have made progress is a source of genuine inspiration to those who volunteer.

The work will be pushed with intensiveness in the future, and by the next census it is believed that a majority of the 31,000 white men of voting age, of the 34,000 women of mature years, and of the 27,000 children from ten to twenty who are now in the bonds of illiteracy will be set free.

THE LOCAL TAX AMENDMENT.

The agitation for better schools has been going on in Alabama for many years, and, fundamentally, the bone of contention has been **MORE REVENUE**. When the Constitution of 1875 was adopted, the people of the State, for their own protection against exploitation by those from without and from within who had recently come to exercise the right of suffrage, voluntarily surrendered the right of local taxation for schools. Although the danger of exploitation had passed away when the Convention of 1901 had assembled, the principle of local taxation was still overlooked, due to the fact that the all-absorbing thought was the elimination of an ignorant and irresponsible vote.

It should not be inferred, however, that the school people of the State were quiescent. For several years prior to the adoption of the Constitution of 1901 and continuously thereafter, every educator of note in the State, a few of the most far-sighted men in the professions, an occasional business man, and every educational agency

in the State spoke out in clear tones in behalf of the restoration of the right of local taxation for the support of the schools. The Legislature of 1892-93, for example, submitted what is known as the Hundley Constitutional Amendment authorizing district taxation for schools, which was warmly championed and as warmly opposed. The amendment was lost, but the real principle for which the amendment contended was not defeated. From year to year since that time the Alabama Educational Association has memorialized the legislature to submit an amendment to the Constitution and each State Superintendent has endeavored to bring it to pass.

Having been a member of the Department of Education for some twelve years before assuming the office, naturally the present Superintendent felt a controlling desire when he came into office to have an amendment submitted and adopted.

In this connection, however, he unhesitatingly says that the passage of the measure in November 1916 was not the work of any man or of any definite period of time. It was the crystallization of a public sentiment that had been gradually intensifying with each succeeding year. The plan of the campaign was to stimulate school officials to the boiling point with respect to the conditions and needs of the schools, and at the same time to arouse the people of every community in the State, in so far as was practicable, to think intelligently about conditions, and more particularly about the character and quality of educational advantages, rather disadvantages, their children were experiencing.

The first publication of the present administration was a bulletin on community organization, in which it was attempted to show the benefits to be derived from community organization for the improvement of economic,

educational, health and moral conditions, and to call attention to Alabama's humble status as an agricultural state in the effort to make it clear that the school is the agency through which all the forces in every community could and should co-operate for the betterment of country life.

Another step in the campaign was a survey of three typical counties in Alabama representing three most divergent conditions. Information as to the exact conditions of the schools, even to minute details, was collected and tabulated, revealing pitiable findings and such as were not suspected to exist by any considerable number of people. The survey was copiously illustrated with cuts, drawings and graphs, and copies were freely circulated throughout the State.

Another step in the plan was to fit the work of our teacher's institutes into the general scheme for a clear understanding of conditions. Community organization, better health, and the physical condition of the school were emphasized at each institute, not only by the institute conductors, but by those especially commissioned by the Department of Education to present these subjects.

From time to time the Superintendent delivered public addresses before the Alabama Educational Association and other bodies, and no matter what the subject assigned, the final analysis brought the conclusion that **MORE MONEY** was a condition precedent to better schools. The substance of these talks is embodied in the leaflets of the Department entitled "More Revenue for Education in Alabama" and "Equality of Educational Opportunity for Alabama Boys and Girls."

Again the Department emphasized the community idea by setting apart annually four special days to be observed in all the public schools of the State: Clean-Up and

School Improvement Day, Health Day, Better Farming Day, and Good Roads Day. A specimen program was arranged for each day with appropriate material, and the community was asked to join with the school in a concerted effort for mutual betterment.

To further turn the search-light upon actual conditions, weekly news letters stressing matters of public concern educationally were sent to the several newspapers of the State for use editorially and otherwise, and most of them very sympathetically entered into the campaign for better schools. To further unify the educational forces of the State, conferences of county superintendents of education, of principals of county high schools, of school improvement workers, were called from time to time, and special committees were set to work preparing the legislative program. The school laws of every state in the Union were obtained, recent and proposed legislation in other states was carefully studied, and expert advice was secured from every legitimate source.

The result was that when the Legislature of 1915 convened, the school people of the State, except some who were concerned about the retention of their positions, were fairly welded together in a coherent force for the adoption of legislation which it was thought would give Alabama up-to-date school machinery. When the Legislature assembled, the supreme question at issue was prohibition, the Governor having been elected on a local option platform, while a majority of the members of both houses had been elected on a prohibition platform. The relations, therefore, were strained, and a non-partisan question such as education was, of course, not likely to awaken much enthusiasm.

By dint of persistent and personal work on the part of legislators of vision, and with the aid of such assistance as the educational forces of the State could muster,

a number of laws were finally enacted, constituting an interconnected plan for the improvement of the State's public school system, all of these laws revolving about the measure authorizing the submission of an amendment to the Constitution conferring the privilege of local taxation for schools.

Hardly had the Legislature adjourned before it was apparent that the real fight for local school support was just beginning. In the first place, for the sake of economy, the amendment was to be voted on at a general election at which five additional amendments were also to be decided. In the second place, there was a bitter aversion to changing the Constitution, or in any way amending it. In the third place, the ravages of the boll weevil, a record-breaking flood which devastated thousands of acres of the best farm crops of the State, and the decided raises in taxes in every county by a State Board of Equalization created by the Legislature of 1915, combined to make exceedingly gloomy the prospects for the successful passage of the amendment.

Again, it was necessary to make a determined and heroic effort to educate the people in every town, hamlet, and by-way of the State, and to accomplish this the procedure already outlined was continued, but intensified.

The law authorizing the creation of a Commission for the removal of illiteracy in Alabama was faithfully set in motion, the State Commission was named by the Governor, and sub-commissions were appointed for every county in the State. A Field Agent was employed and the gospel of literacy was heralded to the remotest bounds of the State. Adult schools were opened with volunteer teachers and a considerable number of persons who had long since passed the meridian of life became as enthusiastic as the youngest school child.

These schools were not only valuable in the actual results in reading and writing, but the data gathered by the census returns revealed deplorable conditions which were not suspected by probably a hundred people in the State. In this way a sympathetic feeling was nurtured among school officials, laymen, and the unlettered. In fact, no class of people in the State escaped the pervasiveness of this new humanitarian movement; as was conclusively demonstrated at the April 1916 meeting of the Alabama Educational Association in Birmingham, when the most desirable session of the Association was given over to the presentation of the illiteracy work. The Governor of the State, an ex-Governor, and men and women in almost every worthy calling to the number of three hundred, were seated on the stage of the Jefferson Theater, along with a score of mature men and women who had learned to read and write, together with those who had taught them. Each former illiterate told the story of the new light that had come into his or her life and the vast audience was at times moved to tears by the pathos and human interest in the stories told. Parents and grandparents, a farmer, a Sunday school superintendent, a foreigner, and life prisoner were among those who gave their experiences. The spell of the hour struck the responsive chord in every person in attendance and dispelled forever any doubt that any individual may have entertained about the *worthwhileness* of the adult school movement. This and other related movements were faithfully continued throughout the entire campaign and will be so continued throughout the present administration.

The three towering obstacles already mentioned above required specific treatment, and a bulletin was prepared by the Department, in which a comparative study was made of the educational conditions in Alabama as con-

trusted with those in other states. This study was based upon the findings of the Russell Sage Foundation, in which Alabama was classed as forty-eighth among all the States of the Union in educational efficiency, and upon the latest information from the report of the United States Commissioner of Education.

It was clearly shown, for example, that Alabama had been outstripped not only by the states of the East and West, but even by her sister states of the South, that all of these states practically without exception expended more money for their schools for each child in attendance, had better school buildings and equipment, and longer terms, with a corresponding minimum of illiteracy. It was further shown that each of these states without exception exercised the right of local taxation for the support of schools, and that the practice in Alabama in deriving the major part of school revenues from a state tax and a negligible quantity from a local tax was not justified either by experience or by the results obtained.

Corresponding data were worked out to show that in farm valuations per acre, in farm products, vegetable and animal, Alabama was a laggard. In fact, about the only thing in which she did excel was in the percentage of illiteracy. These facts were not only cited, but they were graphically illustrated and placed in the hands of practically every person in the State.

Following the exhibit of Alabama's condition, educationally and economically, as compared with other typical states of the Union, a minute study of educational conditions in the several counties of the State was made embracing nine counts, namely: enrollment, attendance, length of term, annual expenditure per pupil for teachers' salaries, grades of teachers' certificates, teachers' salaries, pupils per teacher, per capita value of school plant, and literacy.

The counties were arranged in five groups and ranked according to their percentages in each instance. Finally, the counties were classified in the order of their general rank, the findings showing widely divergent conditions, and such as could never be equalized by a state tax. For example, a child in Bullock county was privileged to attend a school taught by a first-grade teacher having only twenty pupils under her tuition and receiving a salary of \$542 for a term of 163 days, the school being housed in a building in which \$45.91 was invested for each child in attendance and located in a community where only thirty-five white persons out of every thousand could not read and write. In Cleburne county, on the other hand, a child was privileged to attend school under a teacher holding a third-grade certificate who was endeavoring to give instruction to fifty-one pupils, for which she received a salary of \$250 for a term of one hundred days, the school being housed in a building in which \$10.37 was invested for each person of school age and in a community where one hundred sixty-one persons out of every thousand could not read and write.

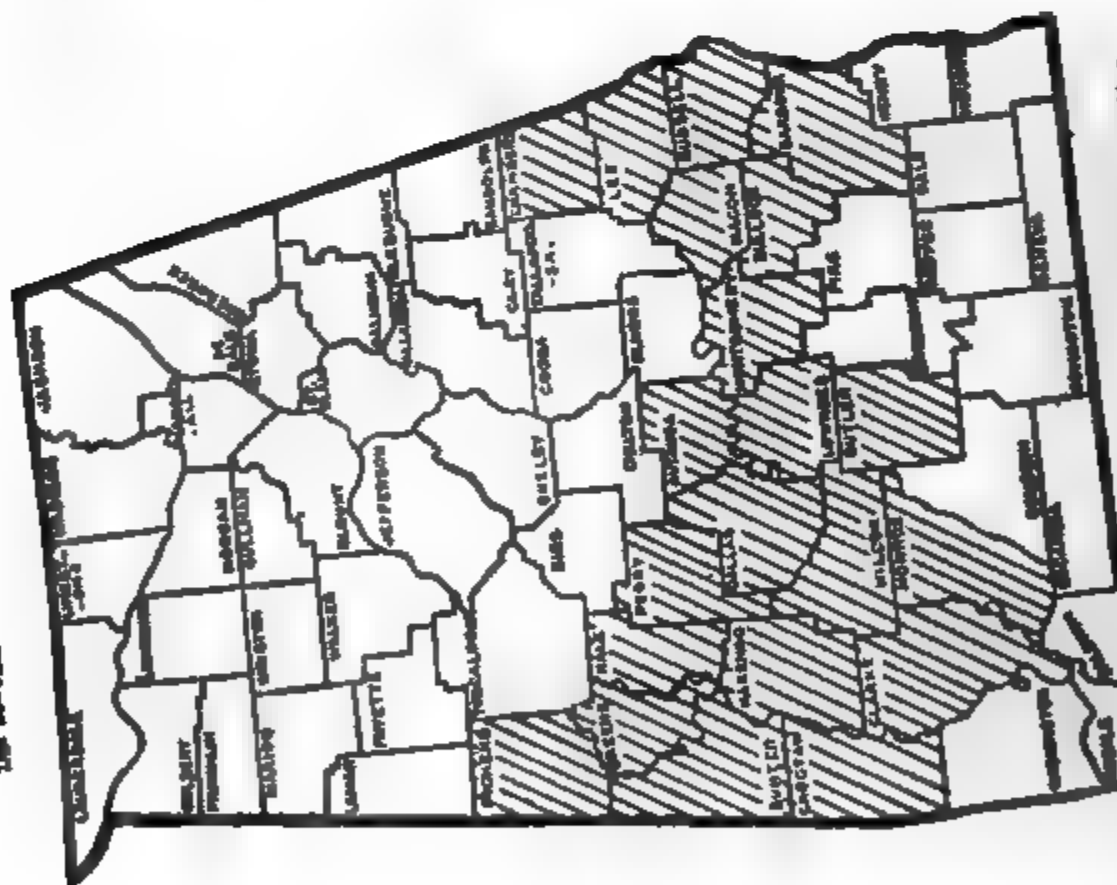
Such conditions as these, to say nothing of more extreme ones, could not be properly adjusted by a state tax, which, if great enough to provide fair opportunity in the poorer county, would mean profligacy and waste in the more favored one. In other words, some system of raising additional revenue in the poorer counties was imperative. This is evidenced by the fact that forty-six counties have already embraced the opportunity to levy the constitutional one-mill local tax, while twenty-one counties, for the most part in the Black Belt district, because of their peculiar geographical condition already have practically enough funds to maintain suitable school facilities for their children and have, therefore, failed to vote it.

The study further showed that a few of the wealthier counties in the State were already contributing to the state school system many more dollars than they were receiving in turn for their schools and that the great majority of the counties, fifty-nine in fact, were maintaining their schools upon the bounty of the remaining eight counties.

Still another interesting development of the study was the fact that practically without exception the excellence of the schools and the status in literacy were in direct proportion to the amount expended for the support and maintenance of the schools, including the cost of instruction. After these facts had been given the widest possible circulation through every possible agency, a more direct campaign document was prepared in dialogue form. Mr. Honest Voter asks every conceivable question about the nature, purpose and probable effect of the amendment and Squire Plain Truth gives the logical and unanswerable argument. This dialogue was an exhaustive study of the whole problem and embodied arguments pro and con. It was copiously illustrated with cartoons, conveying the most pointed truths in the most accessible form. No phase of the amendment situation was overlooked.

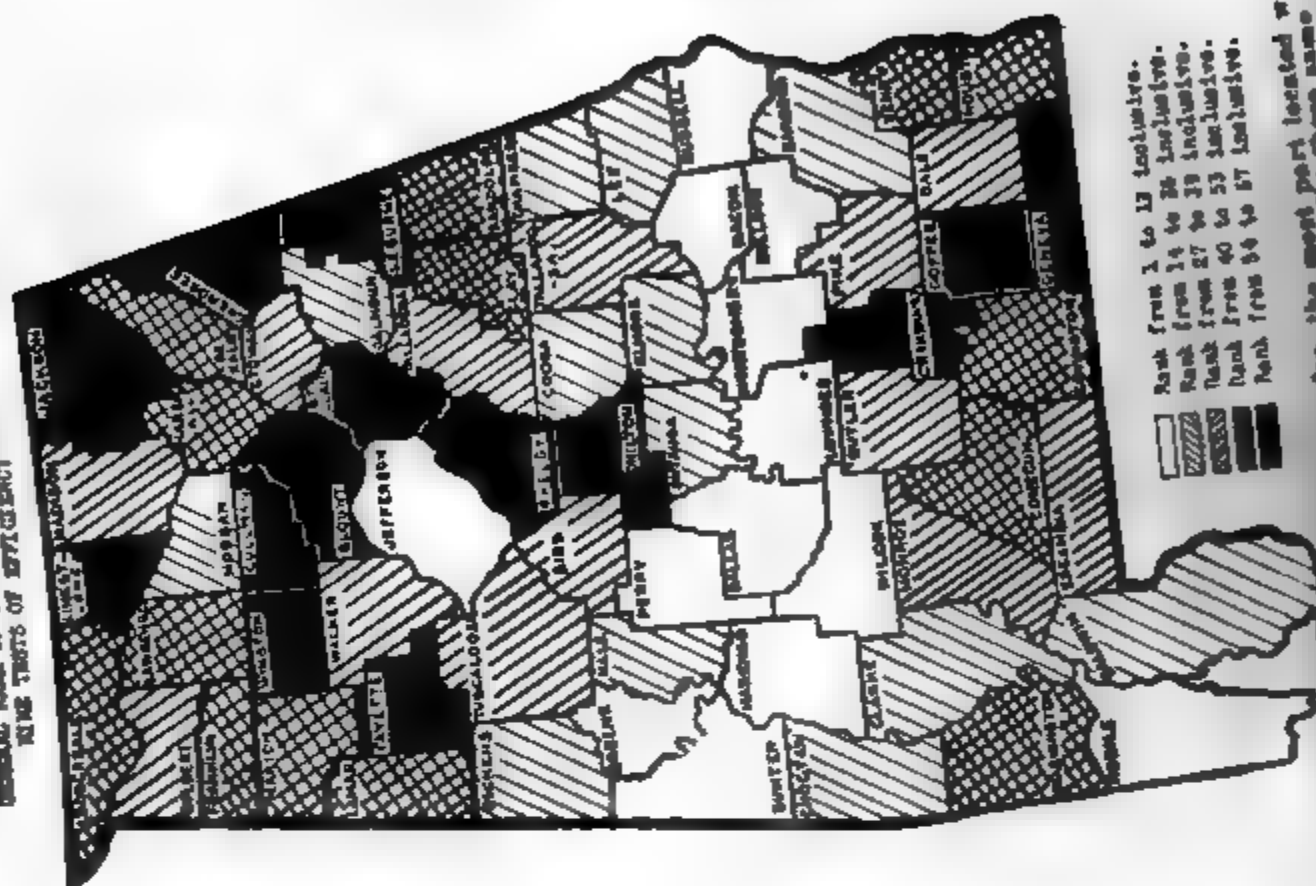
Along with this printed matter, the Department of Education planned tours and campaigns in every county in the State. I say the Department of Education for the reason that it was the consensus of opinion on the part of the friends of the schools throughout the State that the Department must accept this responsibility, that outside individuals and agencies as a rule were not familiar with, or deeply interested in, the proposed legislation, and that the general public would have a greater faith in the sincerity of those who were championing the movement if the fight was waged from within, rather than from without the profession.

THE SO-CALLED BLACK BELT OF ALABAMA



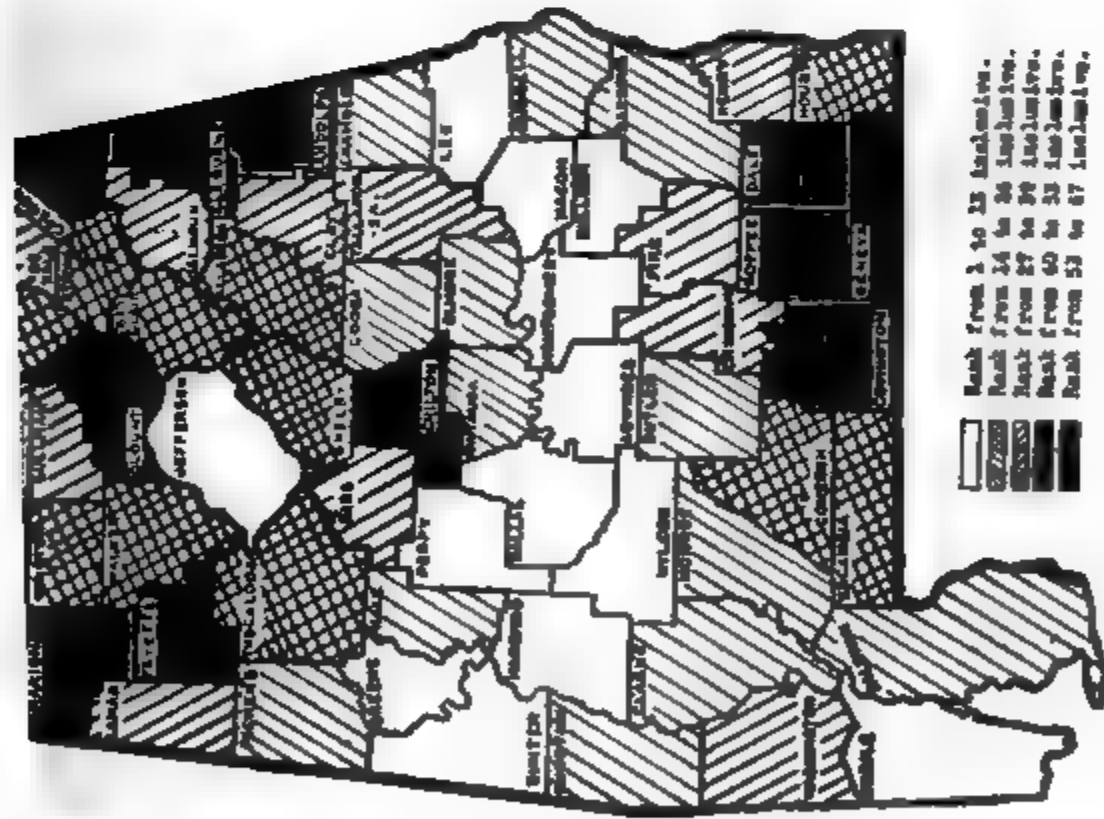
Shaded portion shows those counties where the negro population estimates are the white.

GENERAL MAP OF COUNTIES ACCORDING TO RACE TRUSTS OF EFFICIENCY

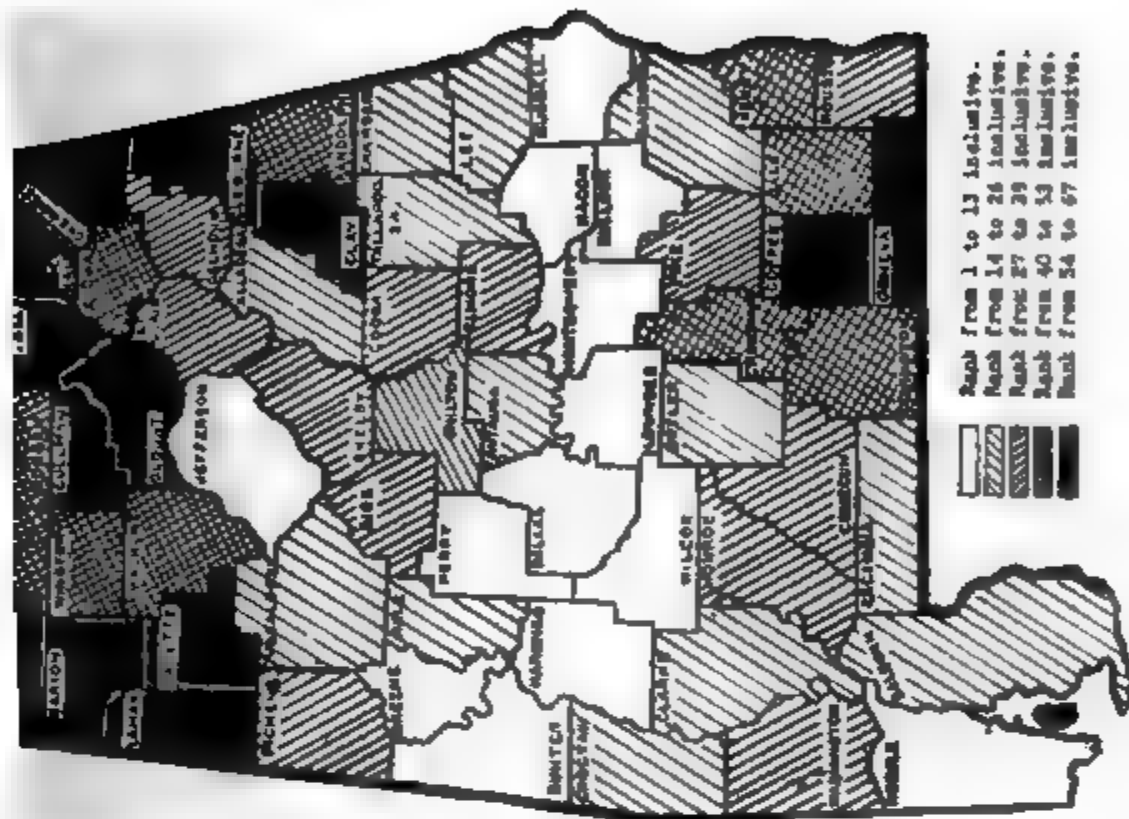


- Rank from 1 to 13 inclusive.
- Rank from 14 to 26 inclusive.
- Rank from 27 to 39 inclusive.
- Rank from 40 to 53 inclusive.
- Rank from 54 to 67 inclusive.

Shaded portion shows those counties where the negro population estimates are the white.



Rank from 1 to 13 inclusive.
 Rank from 14 to 26 inclusive.
 Rank from 27 to 39 inclusive.
 Rank from 40 to 53 inclusive.
 Rank from 54 to 67 inclusive.



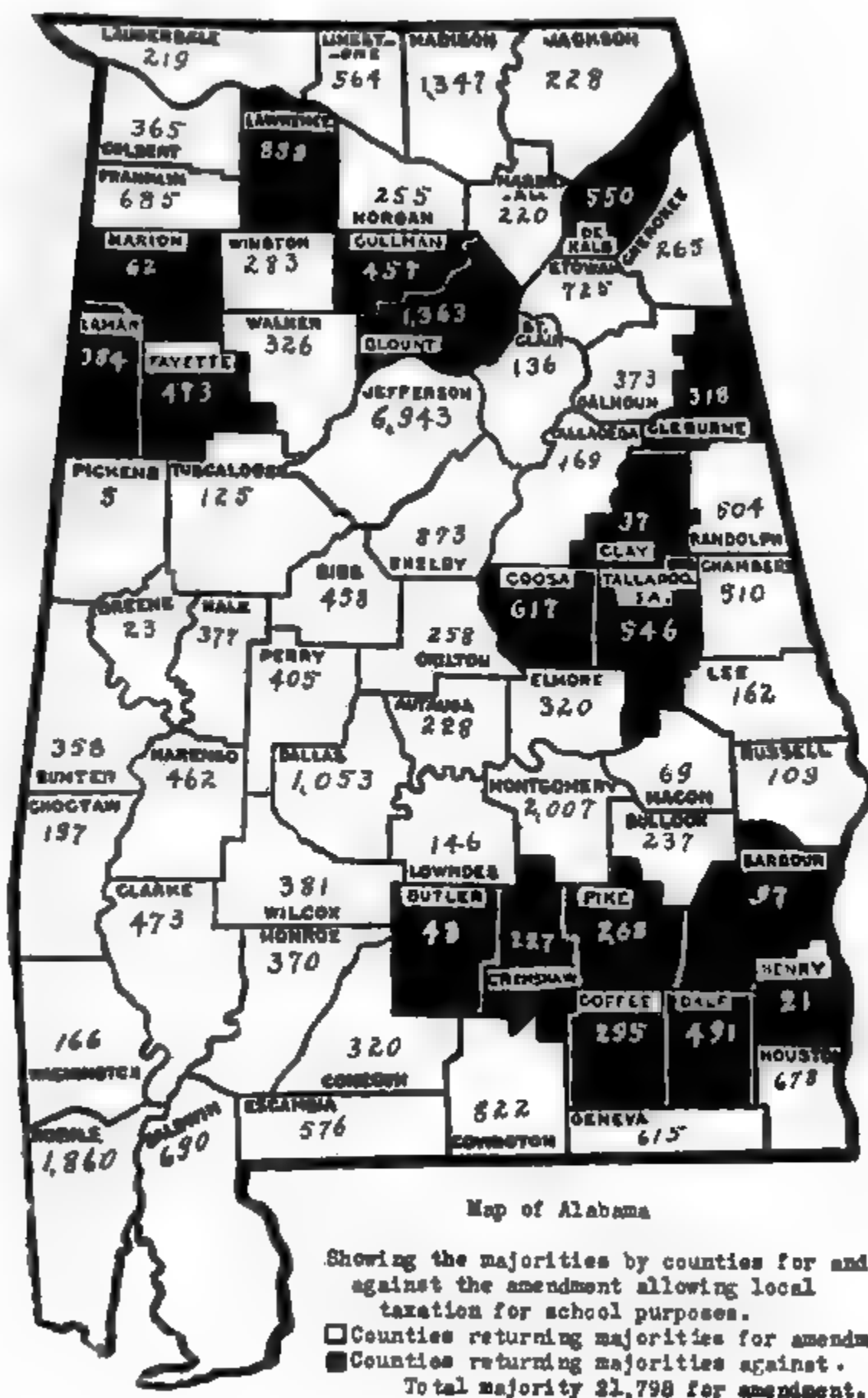
Rank from 1 to 13 inclusive.
 Rank from 14 to 26 inclusive.
 Rank from 27 to 39 inclusive.
 Rank from 40 to 53 inclusive.
 Rank from 54 to 67 inclusive.

The four maps here shown prove beyond all question that the counties in which there are the greatest average annual expenditures for school purposes have the best educational facilities and the least percentage of illiterates. In other words, the educational conditions and intelligence of any county are in direct proportion to the amount expended for education in the county.

Accepting the responsibility, therefore, the most dependable campaigners to be had were called upon to assist, many of them from within and a goodly number from without the profession, and the details of a State-wide campaign were carefully planned. An apparently insurmountable obstacle was the lack of funds for waging the campaign. The Superintendent was convinced that it would be unwise to solicit funds while the campaign was going on, because every influence possible in the support of the measure must be elicited. This meant the assumption of a large personal obligation which he could ill-afford. With a faith, however, in the justice of the cause and an abiding belief that the people would do their duty, if they could only be made to see it, more than six thousand dollars was borrowed and expended as the best interests of the measure seemed to require.

The place of honor should be given to the press of the State for the memorable part they played in this all-important contest. The daily papers, without exception, in both news and editorial columns and by the aid of timely cartoons, kept up a running fire. Several carried full-page supplements in which were embodied opinions of the Governor, ex-governors, senators, congressmen, chairmen of the State executive committees of the several political parties, the president of the Farmers' Union, of the State Bankers' Association, and many other men of great prominence throughout the State. Likewise the county papers numbering two hundred and more, with the exception of a bare half-dozen, week in and week out, rang true for better schools and the adoption of the amendment.

The tabulations and results on November 7th do not properly belong to the year comprehended in this report, but inasmuch as they explain the delay of its publication,



they are set out in a way on the map which accompanies this manuscript. Likewise the indebtedness incurred in the campaign was promptly liquidated by popular contributions from all sections of the State and from people in every walk of life.

In conclusion, it should be reiterated, the credit for the adoption of the amendment cannot be claimed by any man or any set of men and does not belong to any definite period of time. It was due to combined effort and team work. The education of the public mind and the changed attitude of the people towards the schools means even more to the future growth of education in Alabama than the revenue to be derived, and, as a result, the outlook for the public school system of this State and for progress in general was never so bright.

SCHOOL POPULATION.

The statutes of Alabama require that a school census of children between the ages of seven and twenty-one be made every even-numbered year. From 1914 to 1916 the number of white children of school age increased from 432,551 to 444,060, or 11,509, while the number of negro children of school age decreased from 342,425 to 336,306, or 6,119, giving a total net increase in the combined school population of 5,390.

ENROLLMENT.

The enrollment in the schools for white children for the scholastic year 1915-16 was 344,481, as compared with 312,490 for the preceding year, an increase of 31,991. Of this increase, 27,687 came through the elementary grades and 4,304 through the high school grades. This means that there was a ten per cent. increase in the number in the elementary grades and approximately a

thirty per cent. increase in the high school grades. Based on the last census, seventy-seven and one-half per cent. of the white children of school age were enrolled. In schools for negro children, 144,071 children were enrolled in 1914-15 and 158,621 in 1915-16, a net gain of 14,550. Of the increase in the negro schools, 14,198 came through the elementary grades and 352 through the high school grades. The percentage of children enrolled in negro schools for the year 1915-16 was forty-seven. There was a net increase, therefore, during the year of five per cent. in the case of both white and negro children enrolled in the public schools. These figures are augmented by the number enrolled in private and denominational schools and in institutions of higher learning. Even after due allowance is made, it is safe to say that one out of every seven white children and one out of every three negro children did not spend so much as a single day in school during the year.

ATTENDANCE.

The records of attendance, like those of enrollment, show a healthy increase. In 1914-15 the average attendance in schools for whites was 196,415 and in 1915-16 it was 214,294, an increase of 17,879. Of this increase, 14,674 came through the elementary grades and 3,205 through the high school grades. In other words, there was an eight per cent. increase in the number attending in elementary grades and a corresponding increase of twenty-eight per cent. in high school grades. Based on the 1916 census, the percentage of attendance upon enrollment was sixty-two. In 1915-16 the average attendance in schools for negro children was 100,843, an increase of 9,348 over the number for 1914-15. This in-

crease was made up of 9,078 and 270 pupils in elementary and high school grades respectively.

To state it differently, there was an increase in attendance in elementary grades amounting to ten per cent. and in high school grades to thirty-one per cent. If we change the basis of reckoning to the number of children of school age, the percentage of white boys and girls in average daily attendance becomes forty-eight and of negro boys and girls, thirty, the corresponding percentage for 1914-15 being forty-five and thirty respectively. It will be noted that there was a substantial increase in the number of pupils entering school and a fair increment in attendance, but this does not mean that we are to felicitate ourselves overmuch.

Signs and tendencies are reassuring, but we cannot afford to leave out of our account 120,000 boys and girls who were not enrolled in the elementary and high school grades and the equivalent of 130,000 of those enrolled who failed to attend. Due allowance must be made, to be sure, for those of school age who were enrolled in county high and district agricultural schools, and in other institutions of college and secondary grade, State, private and denominational. Even then there are still considerable numbers that are not being reached.

Drawing and holding power of rural and urban schools :

ENROLLMENT.

Rural.

	White.	Negro.
1914-15.....	262,568	122,672
1915-16.....	292,960	135,807
	<hr/>	<hr/>
	30,392 (11%)	13,135 (10%)

	<i>Urban.</i>	
	White.	Negro.
1914-16.....	49,922	21,399
1915-16.....	51,521	22,814
	<hr/>	<hr/>
	1,599 (3%)	1,415 (6%)

ATTENDANCE.

	<i>Rural.</i>	
	White.	Negro.
1914-15.....	158,336	76,792
1915-16.....	174,170	85,417
	<hr/>	<hr/>
	15,832 (10%)	8,625 (11%)

	<i>Urban.</i>	
	White.	Negro.
1914-15.....	38,077	14,703
1915-16.....	40,124	15,426
	<hr/>	<hr/>
	2,047 (5%)	723 (5%)

From the above tables it will appear that the increase both in enrollment and in attendance as shown by the statistics for the year has largely been in the rural districts. In explanation of this fact, it should be remembered that city schools are already fairly well provided with school facilities, while room for improvement in rural districts is large. To go no further, however, would be to miss a fine occasion for encouragement, for there is dawning in rural Alabama today a healthy and progressive interest in giving to country boys and girls schools fitted to their needs. The percentages of enrollment and attendance are still much higher in urban than in rural districts, but this is to be accounted for by the

disadvantages of weather, roads, buildings and equipment, and other such factors. The compulsory attendance law will become effective October 1, 1917, and with the wise provision of revenue under the local tax amendment, it can be safely predicted that the opportunity for at least the rudiments of an education will be guaranteed to every child, despite the selfishness or thoughtlessness of parents.

LENGTH OF TERM.

The average length of term for all schools during the year was 121 days; for urban schools, 176 days; for rural schools, 109 days, showing an excess in favor of urban children of 67 days. These figures do not convey their real meaning unless they are contrasted with those found in the report of the national commissioner of education, where the average term for all schools in the United States is shown to be 157 days, 36 days longer than in Alabama. The average length of term for urban schools the country over is 184 days, as compared with 176 days for urban Alabama, and in rural districts 137 days, as compared with 109 days in rural Alabama.

Unless our country boys and girls are much smarter than they are elsewhere, they must either move to the cities or emigrate to other states to get an even chance. The condition cannot long continue; in fact, it does not now exist without prejudice and loss. Compared with the figures for 1914-15, there has been a decrease in the average term offered in the urban schools for whites from 178 to 177 days, and in rural schools from 132 to 119 days.

For negro schools the term in urban schools has remained 175 days, with an increase of two days in the rural school term. The average length of term for all

schools during the year, both white and negro, has been reduced from 123 to 121 days. This fact, coupled with similar occurrences for two or three preceding years, may be taken to mean that the growth of school population in Alabama is outrunning the income of our public school system and that new sources of revenue must be made available or a retrograde movement will set in. This danger is aggravated when we recall that compulsory attendance will add a considerable burden to the already embarrassed facilities. Local taxation, which our recent amendment to the Constitution makes possible, is the well-approved method that is being followed in every state in the Union and will certainly bring the much-needed relief even in those counties where at present less than a five months' school term is provided.

NUMBER OF SCHOOLS.

The number of schools taught during the year was 4,758 for white children and 2,087 for negro children. Ninety-five per cent of the schools for whites and eighty per cent of the schools for negroes were reported as graded. In 1914-15 there were 4,870 schools for whites and 2,050 for negroes. Despite some progress in the consolidation of schools, certain counties have yielded to the desire of individuals to have a school near home. The tendency, it is hoped, will be eliminated under the operation of our new county board law, which clothes boards of education with authority to locate schools with reference to convenience, efficiency and economy, and to transport pupils at public expense.

TEACHERS—WHITE.

To give instruction in the public elementary schools of the State, 8,142 teachers were employed in 1915-16,

or 389 more than in 1914-15. Since the number of schools was increased by only 95, there were 294 teachers employed to assist in schools already employing one or more teachers. This, of course, relieved congestion and in some few instances made possible more systematic work, with longer recitation periods. Of the teachers employed, 2,403 were men and 5,739 were women, a slight increase of the already too great difference between males and females.

We all commend the work of our women teachers and we cannot escape the conviction that during certain stages in a child's life he needs to be under the influence of female teachers. It is equally true that the masculine characteristics cannot be possessed by any true woman, and the presence of male teachers is therefore essential. Perhaps the lack of adequate salaries and the opportunities for remunerative employment are operating to decrease the number of male teachers. Certain it is that the schools will not quite do their best work unless such a condition can be remedied.

TEACHERS' SALARIES.

The white teachers in the public schools of Alabama received an aggregate for salaries of \$3,138,144, an average annual salary of \$431 for each man employed and of \$366 for each woman, a slight decrease in both instances as compared with the next preceding year. In rural schools the corresponding figures were \$371 and \$306 for men and women respectively, a slight decrease in the case of the men. In urban schools the salaries were \$1,209 and \$591, a slight decrease for both sexes. The seeming difference in pay of men and women in urban schools is due to the fact that but few men are employed and they serve in the capacity of principal, for which the salary is considerably larger than in grade work.

TEACHERS' CERTIFICATES.

The grades of certificates held by 8,043 of the 8,142 white teachers employed during the year were distributed as follows:

Life	1,093, or 14%
First Grade	1,609, or 20%
Second Grade	3,059, or 38%
Third Grade	2,282, or 28%

As a whole, these figures show a very slight increase in the number of teachers holding higher grades of certificates and a substantial decrease in the number holding the lowest grade of certificate, namely, third grade. The most unsatisfactory thing about the situation does not appear until the percentages for rural and urban territories are worked out. The percentage of teachers holding the several grades of certificates becomes as follows:

	<i>Rural.</i>	<i>Urban.</i>
Life	10	34.5
First	18	28.5
Second	40	29.
Third	32	8.

No man can view these percentages and fail to realize the disadvantages of the country child as compared with those of the city child, and when the shorter terms and the poorer buildings and equipment are taken into consideration, the situation becomes pathetic.

It is too early to weigh the effect of the law authorizing the certification of teachers on the basis of graduation, though it must of necessity swell the percentage of those holding first grade certificates. The fact remains,

however, that more revenue and better conditions will have to be provided before teachers of the proper qualifications will work in rural districts for any continuous length of time.

TEACHERS' INSTITUTES—WHITE.

There were in attendance at these institutes in the year 1915-16 a total of 8,049 teachers, 2,441 of whom were men and 5,608 women. Of the number enrolled, forty-six did not hold State certificates, while 7,903 reported as holding State certificates.

The per cents for 1914-15 as well as for 1915-16 are given below:

	1914-15	1915-16
Life	6%	15%
First Grade	19%	18%
Second Grade	38%	36%
Third Grade	37%	30%

An examination of the above figures will show that there was a decided increase in the number holding life grade certificates and a decided decrease in the number holding third grade certificates in attendance. These facts corroborate those already given for the teachers in service and indicate a trend toward better qualifications for teaching.

The average teaching experience of those employed in elementary grades, as shown by the enrollment cards, was thirty-two months, or approximately four years, and of those teaching in high school grades, twenty-one months. The average time shown by teachers in their present location was approximately fourteen months.

Of the teachers enrolled, 900 reported as actually teaching manual training; 982, sewing; 431, cooking; and 3,-

438, agriculture. Eight hundred seventy-four teachers reported holding degrees, while 3,448 had attended summer schools for professional study.

PUBLIC SCHOOL PROPERTY—WHITE.

In 1914-15 the value of schoolhouses and sites amounted to \$7,128,418. A year later an increase of more than \$300,000 brought this total up to \$7,434,626. The fact that the value of school buildings in the forty-three cities is greater than their value in all the rural districts and in all the towns of less than 2,000 inhabitants in the State combined, becomes noteworthy when we are reminded that eighty-two per cent of the total population live in rural Alabama.

In the matter of equipment, the valuation on October 1, 1915, was \$708,337; a year later, \$759,933, a net gain of \$51,596. The reports also show that while practically every school in urban territory is supplied with patent desks, four out of ten in rural territory are not supplied, and we are in other respects probably even more poorly equipped. State aid in the creation, repair and equipment of school buildings would eventually relieve the adverse conditions in country schools, but to depend upon that alone would mean long delay, to the hurt of the present generation. How much more sensible to adopt the plan made possible by the local tax amendment and make a reasonable levy for school purposes, which would include school buildings and equipment.

TEACHERS—NEGRO.

There were employed in schools for negro children last year 2,615 teachers, 670 being men and 1,945 women. There was no change in the number of men from the pre-

ceding year, but there was an increase of 65 in the number of women, or a net gain of the same. They received, in salaries, \$420,155, or \$17,240 more than for the year preceding. The amount received by the men, on an average, was \$178, and by the women, \$155, for the 105 days the schools were in session. There was a small increase in both instances.

TEACHERS' CERTIFICATES—NEGRO.

The grades of certificates held by the 2,615 teachers employed last year are given below, together with the corresponding figures for the year 1914-15:

	1915-16	1914-15
Life	122	109
First	24	23
Second	573	565
Third	892	841

There seems to be a faint improvement in the qualifications of the teachers, though it is not possible to speak positively.

TEACHERS' INSTITUTES—NEGRO.

The enrollment in the institutes for the year totalled 2,102, the figures for the preceding year being 1,923; twenty-four per cent, or 506, were males and seventy-six per cent, or 1,596, were females. These teachers held certificates as follows:

Life	107
First Grade	18
Second Grade	559
Third Grade	1,418

Five hundred fifty-seven claimed to be graduates of high schools or institutions of higher learning and fifty reported holding degrees from colleges. Slightly more than ten per cent, or 217, were engaged in teaching the first year and the average term of service in the same location was seventeen months. The average teaching life of those in elementary and high schools was 45 and 33 months respectively. Vocational work in the negro schools was reported as follows:

Number teaching manual training.....	630, or 30%
Number teaching sewing.....	1,073, or 51%
Number teaching cooking.....	482, or 20%
Number teaching agriculture.....	933, or 44%

In the matter of professional improvement while in service, 549, or 26 per cent, reported as members of the Alabama Teachers' Reading Circle; 541, of the State Teachers' Association; 814 as subscribers to school journals; and 524 as having attended six weeks' summer schools.

We must not infer that the figures given either for white or negro teachers represent the exact status of the professions in Alabama. Many of our teachers holding the higher grades of certificates were not enrolled in the institutes, having met the legal requirements by professional work of three weeks' duration at some institution of higher learning. Others were engaged in private schools and did not have to attend, and still others were employed in higher institutions of learning. We may exercise as much charity as we will, however, we shall still have to admit that the equipment of the teachers of the State is far below reasonable requirements and that **TEACHER-TRAINING IN ALABAMA IS AN IMPERATIVE NEED.**

PUBLIC SCHOOL PROPERTY—NEGRO.

The report for the year 1914-15 showed negro school-houses and sites valued at \$729,516, while the total for 1915-16 was \$782,024, an increase of \$52,508, a relatively much larger gain than that of the white schools. In rural districts the property valuations of buildings and sites are given at \$508,184, and in urban districts at \$273,840. The equipment of the above schools, including seats, increased in value during the year by \$10,113, or from \$84,256 to \$94,369. Of the above values, \$54,433 were reported from rural districts and \$39,926 from urban districts. An exceedingly unsatisfactory showing is made in the seating of the schools; only 237 out of 2,008, or one school out of every eight, in rural districts have patent desks, while all in urban districts were reported as being so supplied. The relatively great increase noted in the values of school buildings and equipment in the case of negroes as compared with corresponding figures for whites may be accounted for by the assistance given by philanthropists in other parts of the country, from participation in the benefits of which whites are excluded.

RECEIPTS AND EXPENDITURES.

The total of all public school funds for the year was \$4,595,440, an increase of more than \$150,000 over the amount for the year ending September 30, 1915. Incorporated towns contributed \$452,565; the counties raised \$636,699 by the one-mill local tax, a falling off of less than \$3,000 for the preceding year, which was more than compensated for by the \$1,000 bonus fund for those counties levying and collecting said tax; fees and supplements were collected during the year to the amount of \$506,595. This plan of raising revenue, which is in fact a per capita

tax on each pupil enrolled, is unfair, often prohibitive, and has been declared illegal when it exceeds the actual amount required to provide fuel, crayon and the necessary incidental expenses. With the near approach of compulsory attendance and with the machinery for providing revenue by an equitable tax on all property, there can no longer be an excuse for the continued collection of tuition fees. The Department would not counsel the holding of elections until the people understand that the tax is needed and a favorable public sentiment can be aroused in the county. It is hoped, however, that county boards of education, who alone have the right to fix the fees in rural districts and the smaller towns, will see to it that the schools are made **ABSOLUTELY FREE** as early as it is practicable to do so.

URBAN SCHOOLS.

Although municipalities have no authority to levy a special school tax, they do have a right to enforce the payment of a general property tax and to use it for public purposes. A liberal portion of the amount so raised has, as a rule, been devoted to the public schools. This explains the fact that urban districts provide so much better school buildings, offer longer school terms, pay better salaries, and are more closely supervised. The word "rural," as used in this Report, applies to all unincorporated territory and to all incorporated towns of fewer than 2,000 inhabitants. The word "urban" or "city," as used in this Report, applies only to the forty-three towns of 2,000 or more inhabitants. This classification is not an arbitrary one. It is less by 500 than the government line of cleavage—namely, 2,500—but is in keeping with Section 1052, Alabama Code, 1907. The enrollment in the urban schools for white children during the year was

44,217 for elementary grades and 7,304 for high schools, a total of 51,521. The average attendance was 34,097 for elementary grades and 6,027 for high school grades, or a total of 40,124; reduced to percentages, the attendance based upon enrollment was seventy-seven per cent for elementary schools, eighty-two per cent for high schools, or approximately seventy-eight per cent for all schools for whites combined. The favorable showing the urban schools make both in enrollment and attendance is due to several causes, among them accessibility, buildings and equipment, and teaching force, the latter probably being the most influential factor.

Two teachers out of every three in urban schools hold life certificates, while one out of every four in rural districts holds a certificate of similar grade; one teacher out of every twelve in the urban districts holds a third grade certificate, while one out of every three in the country holds the same grade of certificate. This is no cause for surprise, however, when we observe that the average salary for male teachers in the urban districts is three times as great for the country, while the average annual salary for the elementary teacher in the urban district is twice as great as in the country.

As a matter of course, the better teachers are leaving the rural districts for the towns and cities, where better salaries for better terms in better buildings and under better supervision are found, to say nothing of the conveniences which are to be had. This condition will continue so long as the present disparity in salaries exists and it will continue to exist until more money shall have been provided. Country teachers are probably often as well paid as urban teachers, so far as the daily wage is concerned, but their school year is shorter and that is how the discrepancy arises. It becomes necessary, there-

fore, to lengthen school terms in rural districts in order to provide schools of three or four teachers in comfortable buildings and with fair equipment. These conditions being met, school facilities as meritorious as urban children now enjoy and equally well-adapted will be available in the country.

COUNTY HIGH SCHOOLS.

As has already appeared from a reading of a former paragraph in this report, much greater progress has been made in the field of secondary education than in the field of elementary education. This is to be explained somewhat by the requirements for admission to institutions of higher learning, but principally by the influence of the county high schools. Fifty-four such schools were in operation in 1915-16; fifty-seven have already begun work for the year 1916-17, the counties of Crenshaw, Jefferson, and Washington having been added to the list.

These schools are governed by rules and regulations made pursuant to law by the State High School Commission composed of the Governor, Auditor, and State Superintendent of Education. The property, as a rule, consists of not less than five acres of land and a building of not less than \$10,000 in value. The Commission will locate no school that does not meet these minimum demands.

The Jefferson county high school building represents the most approved type of building and is being constructed on the unit plan, the first unit having already been erected and occupied at a cost of more than \$25,000. An additional unit is to be erected from year to year until the complete plant of four units, costing at least \$100,000, shall have been erected.

The course of study for these schools is also prepared by the High School Commission, and three teachers must

be employed in any school receiving an annual appropriation of \$3,000 from the State. Such a school is prohibited from offering more than two courses of study for all students. Many schools employ four or more teachers, due to the liberality of the county board of education or of the court of county commissioners or board of revenue. The county high school has been declared an integral part of the public school system and the county boards have a legal right to appropriate school funds for their support.

There were enrolled in these schools during the year 1915-16, 6,112 pupils—644 in the seventh grade and 5,468 in the high school proper. This represents an increase in the high school grades over the year 1914-15 of 892 and a decrease of 77 in the number of pupils in the seventh grade. The very decided increase on the one hand and the substantial decrease on the other show that these schools are growing more popular from year to year in the fulfillment of the purpose for which they were established, while the elimination of preparatory pupils enables the teachers to give themselves more definitely to the work of secondary education. The number of graduates for 1916 was greater by 74 than for 1915, evidencing greater holding power on the part of these schools. It is a fair conclusion that better work is being done in the elementary schools of the county and in the high schools themselves, or the above results could not have been obtained. It is not possible to determine just what forces have brought about this change, but certainly the seventh grade examination has been a positive factor.

It has been stated in the report of this Department for two or three years that educational progress in Alabama is nowhere more marked than in the development of our county high school system. They have proved an incentive to the ambitious youth of the community and

have had a distinct part, through their extension activities, in creating new ideals among rural people.

A pleasing feature about them is the widened sphere of their patronage, although many are not yet enrolling any considerable number of pupils from the country-at-large, because of unfriendly rivalry in securing the school and lack of vision on the part of the principal and school officials. There is a growing tendency, however, to reach out and draw in the boys and girls from the whole county. In 1914-15, 2,094 pupils in these schools lived at a distance of more than three miles from the building, while in 1915-16, this number had increased to 2,687. In a few cases, as many as three-fourths of the pupils in the schools are from homes located more than three miles away.

It is to be hoped that no one will infer that the Department of Education or the county high schools desire to have all pupils from rural districts attend county high schools. It is merely the pioneer in the field of secondary education for country boys and girls, and will welcome the advent of consolidated high schools offering one, two, three or even four years of instruction above the seven elementary grades. It is believed that when the value of high school training of the right kind for country boys and girls is understood, parents and taxpayers will be willing to provide such instruction in the local communities, thereby making it possible for many more pupils to receive the benefits, since both individual expense and the danger of temptation will be minimized. There will be a place, however, for county high schools for years to come, no matter how many schools may offer high school training. It may be that we shall find it necessary to have them offer a limited amount of professional work, but we are not yet ready for that.

The supreme task of the county high school is to become a rural high school in fact. Even yet there are those who do not quite appreciate the courses of study for county high schools because of their traditional beliefs, which are confirmed by certain college requirements. Occasionally there is a solemn headshaking when the boy who comes from the farm and ought to go back there is asked to study animal husbandry and horticulture instead of Latin and German. These subjects have not been banished for those who must have them for admission into the professions, but courses in agriculture, domestic science, economics, hygiene and sanitation have been arranged for the large number of country boys and girls who will live in rural communities, and in order to do their work successfully and intelligently, need practical instruction. This is the ideal which is being set up for the county high schools and towards which an ever-increasing number each year is happily moving.

Through the courtesy of the University of Alabama and the Alabama Polytechnic Institute, two inspectors of schools have worked under the direction of the State Department of Education, and in thanking these institutions for the courtesies shown, the Department wishes to express its appreciation of the work done by Mr. J. S. Thomas of the University, and Mr. W. C. Blassingame of the Polytechnic Institute, both of whom have been faithful and efficient. Naturally, these gentlemen had certain duties in connection with the institutions from which they received their salaries, and it was not possible at all times to command their services when most needed.

It seemed wise to the High School Commission and to the Boards of Control of the District Agricultural Schools, since the county high schools receive and expend in the aggregate more than \$200,000 a year and have invested in

school property more than \$800,000, while the agricultural schools raise and expend annually more than \$65,000, and have property valued at more than \$200,000, that specific plans ought to be made jointly by these governing bodies for the closer supervision and accountability of these schools, making it possible to better co-ordinate and unify the work and at the same time to make the schools measure up to the obligations they owe the State for maintenance and support.

Acting upon this belief, an inspector of secondary schools, Mr. Roy Dimmitt, who had been director of manual arts in the Birmingham City Schools and later principal of the Technical High School in Ensley, was chosen for the position. He began his work in the summer and it is impossible to say what results are to come from it. It is believed, however, that the action of the High School Commission and the Agricultural School Boards will be abundantly justified and approved before another annual report shall be issued.

DISTRICT AGRICULTURAL SCHOOLS.

In each congressional district an agricultural school is maintained by the State by means of an annual appropriation of \$4,500. These schools are governed by a board of control consisting of the Governor, the Superintendent of Education, the Commissioner of Agriculture and Industries, and two members residing in the district where the school is located.

These schools were founded some years before the county high schools, and very naturally, their field has been hotly contested by the appearance on the scene of these new institutions.

The enrollment in the agricultural schools for the year 1914-15 was 1,340—1,075 in the agricultural schools prop-

er and 265 in the seventh grade. For the year 1915-16 the enrollment was 1,427, of whom 1,157 pursued courses in the agricultural schools proper and 270 did the work of the seventh grade. There was a net increase, therefore, in the agricultural school years of 82 pupils and in the seventh grade year of 5 pupils. These facts, like those already cited in the case of the county high schools, show there is an increasing interest in secondary education, and that preparatory work is being done on a larger scale by the public elementary schools. Not only does this relieve the agricultural schools of a burden and permit them to devote their efforts to the specific work for which they were founded, but it likewise has a wholesome effect upon the local community providing for the work of the seventh grade.

In this day when there is a tendency to hurry to the town, we should welcome any movement that will keep boys and girls under the parental roof a little longer; and besides, more pupils will embrace the opportunity to do high school work if the opportunity for preparation is close at hand.

The agricultural schools each receive a fifty per cent larger appropriation than the county high school and should reasonably be expected to do a correspondingly broader work. They have a place in our educational scheme, but they must specialize more in agriculture than they have yet done, or, as the county high schools devote themselves more and more to agriculture and to the manual and household arts, they will find it difficult to maintain their right to the good will and support of the public.

NORMAL SCHOOLS.

There are six normal schools in Alabama for the training of white teachers. The four class A normal schools

are located at Florence, Jacksonville, Livingston, and Troy. The two class B normal schools are located at Daphne and Moundville. The annual State appropriation to each school of the former class is \$20,000, and to each school of the latter class, \$5,000.

It was announced two years since that a new course of study, limiting the function of these schools to the preparation of teachers for the elementary schools, had been adopted, and that the promiscuous courses of study heretofore offered were being discontinued. The new ideals have not yet been fully worked out, but there is a growing belief that with the appropriations the schools now receive, their proper field of work has been marked out. In the past, an increase in attendance was one of the chief aims of these schools. Statistical tables were carefully examined and compared whenever appropriations were sought. The centralization of the control of these schools under a normal school board has caused this former emphasis upon enrollment to be somewhat lessened, and within a reasonably short time after the present policies are tried out, these schools will point with pride to the work which they are doing and hope to do as a measure of the support which they have the right to expect the State to give them. Naturally, their eagerness to render large service inspires them to take pride in large attendance, but this is now a secondary consideration.

Again, our normal schools for a long time were engaged in the business of general education, more particularly secondary education. These institutions should not be criticised for such work before the county high school system was inaugurated and before the State was reasonably well supplied with high schools; but, inasmuch as each county has or may have its high school, and many of them have others, and inasmuch as under the new

county board law the boards of education have the right to consolidate schools, and local taxation will make it possible to finance them, our normal schools, both of their own will and from the demands of the situation, are in a position to give their undivided efforts to the training of teachers—the work which they were founded to carry on.

As a result of the new policy outlined for the schools by the normal school board, improvement has been made along the following lines:

1. Agriculture and Rural Economics.
2. Observation and Practice Teaching.
3. Manual and Household Arts.
4. Extension Activities.
5. Affiliation with One or More Rural Schools.
6. Better Boarding Facilities.

In the normal and academic departments of the State normal schools for whites, 1,586 teachers were enrolled during the year, as compared with 1,352 for 1914-15. In the model school the enrollment was 587, compared with 603 for the preceding year, making a grand total of all pupils for the year 1915-16, 2,173, as compared with 1,955 for 1914-15. Of the 168 students who were graduated, twenty-five per cent were males and seventy-five per cent females. The work of instruction was performed by seventy-three teachers, forty per cent of whom were men and sixty per cent women.

Those schools expended during the year from all sources the sum of \$252,763, or \$162,000 more than the amount derived from the annual State appropriation of \$90,000. The property of these schools, invested in buildings and sites, amounts to \$482,000; equipment, \$60,975; libraries, \$19,375.

Compared with the other states in the Union, the amount Alabama expends for the specific training of teachers for the elementary rural schools is inadequate. Now that a definite policy has been begun by these schools, it is believed that as soon as the effects of this policy begin to become widely known, future legislation will take care that they are supplied with such funds as will enable them to fulfill their mission.

Alabama also maintains one normal school for colored teachers located at Montgomery, and makes an annual appropriation to two technical schools offering normal training, one at Tuskegee and the other at Normal. There were enrolled in these schools last year in the normal and academic departments 2,190 students, and in the model schools 649, or a total of 2,839. The number of graduates was 427, of whom 179 had had training for the work of teaching. In the work of instruction for the schools for negroes, 248 teachers were employed, and the sum of \$475,731 was expended for the maintenance and support of the institutions.

The combined property valuations of these schools are as follows:

For buildings and sites.....	\$1,292,858
Equipment	268,295
Libraries	14,854

These totals are relatively high, due to the showing made by Tuskegee Institute, which has invested in buildings and grounds alone \$1,055,558, and in equipment, \$231,245.

The expenditure of these schools for all purposes totaled \$475,731, of which \$420,885 was Tuskegee's part.

These institutions, like those for whites, are making possible better training for the more enterprising and pro-

gressive teachers, and are using the funds at their disposal in such a way as to win public esteem and good will.

UNIVERSITY, AUBURN AND MONTEVALLO.

The University, the Polytechnic Institute and the Girls' Technical Institute have each had a prosperous year. There have been substantial increases in enrollment and attendance and in the number of graduates. All of these schools compare favorably with similar institutions throughout the country, but are hampered in their service and growth by the lack of adequate funds for the provision of suitable facilities and an adequate teaching force. The reports of the presidents of these schools are incorporated in full in this bulletin and any additional information desired may be had upon personal request.

SPECIAL SCHOOLS.

The State maintains a number of institutions of special type; for example, the School for the Deaf and Blind at Talladega, the Alabama Boys' Industrial School at East Lake, the Alabama Reform School for Juvenile Negro Law Breakers at Mr. Meigs, and a number of others, reports from which are found in this bulletin. All of them seem to be well and satisfactorily managed and are rendering the State a distinct service in the provision of a specialized type of instruction.

COUNTY SUPERVISION.

The beneficial effects of the law authorizing county superintendents to be placed upon a salary basis and give their full time to the work of supervision are increasing from year to year. There are some county superintendents who have not responded to the needs of the schools, but

after the expiration of their present terms of office, they must not engage in any other form of remunerative work, and since county boards of education are clothed with the power to dismiss them when, in the opinion of said boards the best interests of the schools make it wise to do so, it appears that the real work of supervision will go on in every county of the State. This is further guaranteed since the county board is clothed with authority to employ the necessary assistants to the superintendent for the work of supervision and for help in the office.

In 1914-15 the county superintendents of the State visited 8,966 schools, 7,292 of these visits being made to white schools and 1,674 to negro schools. For the year 1915-16, 7,618 visits were made to white schools and 1,980 to schools for negroes, or a total of 9,598 visits, 600 more than for the preceding year, or an average of 10 more for each county. A still more encouraging thing growing out of these visits of the county superintendents is the fact that the great majority of them have been made by county superintendents who were serving on a salary basis and therefore were already giving their time to school work. The uncertainty of continuation in office and the lack of accountability to any particular body of men has doubtless made some superintendents negligent. Only sixteen superintendents are in office today who were serving in that capacity ten years ago, but now that the county boards have the right to appoint and remove superintendents, it is to be expected that the work of supervision will go on in a much more satisfactory and less interrupted manner than heretofore.

JEANES SUPERVISING INDUSTRIAL TEACHERS—NEGRO.

As an aid to the county superintendents in the improvement of the negro schools in their counties, there were

employed through assistance from the Jeanes Fund, twenty-seven colored teachers in twenty-three counties. These teachers are selected by the county boards of education and devote their time to the improvement of the negro schools, to the teaching of industrial work and to the holding of patrons' meetings in the several communities of their respective counties. Much of the progress made by the schools of their race during the past year has been due to their systematic and untiring efforts.

The community and club work begun in the early spring is carried on by these teachers during the summer months through assistance from the General Education Board. This definite form of work is carried on under the name of Homemakers Clubs. The year just closed witnessed a total membership of 9,728 girls and their mothers. Their chief lines of activity lay in kitchen gardening, canning, sanitation and the improvement of their homes.

STATE SUPERVISION.

The State Superintendent of Education, among other duties, is charged with the supervision of schools, and in this work he is assisted by two rural school agents, Messrs J. B. Hobdy and J. L. Sibley, who work out from the Department of Education and give their entire time and efforts to the improvement of rural schools under his direction. Both are genuinely interested and thoroughly capacitated for this kind of work and there is hardly a phase of the rural school problem they have not promoted.

Mr. Hobdy has in the past been devoting his efforts to the campaign for the removal of illiteracy; to the erection, repair and equipment of rural schoolhouses; to school sanitation; to consolidation of schools; to the seventh grade examination, and similar activities. During

the year 1915-16, however, he has given most of his time to bringing the school legislation of 1915 to the attention of the public in such a way as to arouse them to a proper appreciation of its true meaning. Since all this legislation depended upon the adoption of the local tax amendment, he very naturally gave most of his time to that campaign.

Week in and week out, day and night, he has toured the State, county by county. He has been tireless in his efforts, prudent in his actions, and highly successful in the results obtained. It is not too much to say that all of the broader policies of the Department of Education during the year have been aided materially by what he has done.

Perhaps one of the most delicate duties performed by him has been that of working out the details for the transition from the old to the new law for the erection, repair and equipment of rural schoolhouses, and so well has he done the work that the law, which otherwise might have been exceedingly unpopular, has received public approval and a healthy building sentiment seems to have been cultivated.

As already indicated, it is impossible to single out the special phases of the work which Mr. Hobdy has fostered. The fact is that every line of improvement set out in this report owes something to his energy, skill and enthusiasm.

The activities of Mr. Sibley, though differing somewhat from those of Mr. Hobdy, have been exercised through the year for the promotion of a public sentiment favorable to the local tax amendment. He, likewise, has been unselfish, untiring, and enthusiastic in the furtherance of the policies which the Department has sought to work out. He is especially charged with directing the work

among the negroes, and while it is impossible to single out the specific work he has most successfully done, it should be said that he has been influential in the progress outlined in these pages.

The General Educational Board, a philanthropic organization, has made possible the services of both of these gentlemen without one cent of cost to the State. There has been no effort on the part of this organization, directly or indirectly, to control their movements, confiding absolutely in the State Superintendent to direct them for the best interest of the public school system of the State. For this generosity the people of Alabama owe their warmest appreciation and good will, for without the assistance made possible in this way, much that has transpired during the last decade in Alabama would have been impossible of realization.

ERECTION, REPAIR AND EQUIPMENT OF RURAL SCHOOL- HOUSES.

A discussion of the transition from the old law to the new has already appeared in the earlier pages of this report and it will suffice to say here that the rigidity with which the new law must be enforced and an initial misunderstanding of its provisions operated to decrease somewhat the number of schools aided this year. It will be interesting to note, however, that the amount expended for the erection of buildings exceeds by a small sum the amount expended in 1914-15. A most noteworthy fact growing out of the administration of the law is the average cost of each building erected, which is found to be \$1,538.11. Likewise, for each school aided in repairing or equipping its plant, the average per building is found to be \$394.40. It will be seen, therefore, that the effect of the new law is to encourage a better type of school plant.

Four counties in the State, Lauderdale, Limestone, Jefferson and Madison have expended more than \$10,000 each, one-third of this amount coming from the State treasury. Other counties, namely, Chambers, DeKalb, Elmore, Randolph and Walker, have expended more than \$6,000 each, one-third of which came from the State treasury. The year 1916-17 will undoubtedly show an unprecedented year of improvement in the character and equipment of our school plants.

CONSOLIDATION OF SCHOOLS.

The answer to the demand for better schools in rural districts is the consolidation of the small, inefficient, one-teacher schools into central graded schools. During the year the interest in the movement has grown, due largely to the passage of the law conferring upon county boards of education the duty of consolidating schools and transporting pupils at public expense where expedient.

Plans were formulated and consolidations were definitely effected in many counties. Because of the general lack of familiarity with wise methods of consolidation and anticipating the effect that an agitation of the question might have on the local tax amendment, those in authority in both State and county deemed it best to discontinue consideration of the question for the time being, inasmuch as it was well understood that the funds with which to provide suitable school buildings and to maintain them could not be had unless the amendment carried.

Nor should the work of consolidation proceed prematurely during the new year; that is, until a careful study of school conditions in any county has been made with a view to the reorganization of school districts upon a sane basis. The most practical procedure is to prepare a county

map showing the location of each school, its proximity to other schools, the roads by which it can be reached, and the school population in each district.

There can be no general policy of consolidation that will succeed until there is a deep-seated desire on the part of the people for better school facilities. The movement can only be successfully carried on in those communities where there is a desire for improvement. In view of this fact, friends of education in each county would do well to institute a campaign of progress along educational lines and thereby create a healthy sentiment for consolidation—the only answer to the demand for better school facilities.

It should not be understood that some county boards are not now consolidating schools and transporting pupils at public expense. The movement has taken vital hold in many counties, and where wisely done, consolidation has proved popular.

The following classification of consolidated schools will receive official recognition at the hands of the Department of Education:

1. The Class "A" Consolidated High School.
2. The Class "B" Consolidated High School.
3. The Class "C" Consolidated School.
4. The Class "A" Consolidated Elementary School.
5. The Class "B" Consolidated Elementary School.

Classification is dependent upon the number of grades taught, the scope of the work, the length of the term, and the number of teachers employed. Full information about the classification, and suggestion for the work of consolidation, are contained in Bulletin No. 52, published by the Department and entitled "Rural Schoolhouses and Grounds." It may be had upon request.

*Number of Rural Libraries Established with State Aid
for Each Year Ending September 30th.*

COUNTY	YEAR					Total
	'12	'13	'14	'15	'16	
Autauga	10	2	8	0	0	20
Baldwin	10	10	18	18	7	63
Barbour	10	9	7	1	3	30
Bibb	10	14	18	19	0	61
Blount	10	0	4	0	0	14
Bullock	7	8	6	1	4	26
Butler	0	7	0	10	3	20
Calhoun	0	10	10	0	9	29
Chambers	0	0	18	19	24	61
Cherokee	0	10	11	4	3	28
Chilton	10	7	15	4	14	50
Choctaw	1	0	3	2	3	14
Clarke	0	11	13	7	10	41
Clay	10	7	10	1	2	30
Cleburne	8	6	10	4	3	31
Coffee	0	1	6	0	0	7
Colbert	0	2	8	6	7	23
Conecuh	4	3	3	3	0	13
Cook	10	6	17	0	0	33
Covington	0	0	18	10	4	32
Crenshaw	0	0	4	2	0	6
Cullman	0	6	2	0	0	8
Dale	10	7	7	2	6	32
Dallas	10	14	11	6	7	48
DeKalb	0	1	10	0	0	11
Elmore	10	14	15	4	7	50
Escambia	1	1	0	7	1	10
Etowah	8	6	8	2	4	28
Fayette	0	8	18	1	0	27
Franklin	4	13	11	3	4	40
Geneva	0	0	0	1	1	2
Greene	2	0	7	0	0	9
Hale	0	1	0	0	0	1
Henry	9	7	6	1	3	26
Houston	8	5	7	5	1	26
Jackson	8	0	0	1	13	22
Jefferson	10	14	18	19	24	85
Lamar	0	0	3	2	0	5
Lauderdale	10	7	9	6	10	42
Lawrence	8	4	7	7	3	29
Lee	10	14	10	1	4	39
Limestone	0	5	4	4	6	19
Lowndes	2	0	11	4	1	18
Macon	8	14	0	2	1	25
Madison	10	14	13	12	18	72
Marengo	7	14	14	5	0	40
Marion	0	0	12	0	0	12
Marshall	10	14	18	9	5	56
Mobile	10	14	18	10	5	57
Monroe	7	0	17	3	4	31
Montgomery	10	14	13	6	13	56
Morgan	10	0	0	0	6	16
Perry	10	10	13	3	0	36
Pickens	4	14	13	15	13	59
Pike	10	1	5	2	3	21
Randolph	10	14	13	18	5	60
Russell	2	0	10	0	5	17
Shelby	0	0	6	2	0	8
St. Clair	0	12	12	11	13	48
Sumter	2	8	9	0	0	19
Talladega	10	10	4	1	3	28
Tallapoosa	10	10	8	0	6	34
Tuscaloosa	10	14	13	19	13	69
Walker	8	4	15	11	3	41
Washington	1	0	2	0	0	3
Wilcox	0	0	10	5	3	18
Winston	0	0	1	0	0	1
Totals	261	430	535	325	355	2,087

SCHOOL LIBRARIES

By statutory provision, each county in the State has placed to its credit annually the sum of \$100 for aid in establishing ten libraries in the county. In addition, the unused balance from the preceding year is reapportioned equally to the counties of the State. Gradually there has been an accumulation because of the failure of some counties to avail themselves of the benefit. As a result the maximum number available for 1916-17 will be twenty-eight. Jefferson is the only county which has taken every library, or a total of eighty-five since the law went into effect. Several have taken goodly numbers and the aggregate for the five years the law has been in effect is two thousand eighty-seven.

It is hoped the county boards of education and other school officials will not continue to forfeit libraries which should be taken by their counties and which are a part of the necessary school equipment for the proper education of their boys and girls.

NEW SCHOOLHOUSES—NEGRO.

In spite of financial depression, the negroes have done much to improve their school facilities, both by supplementing the teachers' salaries and extending their school terms, as well as by the erection of new school houses.

In the matter of securing new school buildings, they have been helped greatly by a fund given by Mr. Julius Rosenwald, a trustee of Tuskegee Institute. He gives a sum not to exceed \$300 to each school, or about one-third of the cost of the building. In all cases, the property is deeded to the State and becomes a part of the public school system of the county.

Forty new schoolhouses were erected and were added to the State's property during the year; the total cost of school sites, buildings, and equipment amounting to \$42,221. Most of these buildings received a small amount of State aid. The attitude of the white people toward these new schools has been very sympathetic, as is shown by the fact that they contributed \$1,001 in cash toward the cost of erecting these schoolhouses in their respective communities. The negroes contributed \$11,185 in cash, \$5,139 in lumber, and \$2,496 in labor.

COUNTY TRAINING SCHOOLS—NEGRO.

Eight counties have established county training schools for negroes to date: Coosa, Pickens, Lowndes, Russell, Conecuh, Escambia, Mobile, and Baldwin. These schools are controlled by the county boards of education, the property belonging to the State, and are designed to give practical training to the negroes of the county. At present, instruction is offered in agriculture, manual training, cooking, and sewing, with a special course for teach-

ers. In seven of these schools the Slater Fund helps to bear the expense of teachers' salaries, and three have been assisted in securing equipment from funds donated by the General Education Board. If these schools carry out the aims of the county boards of education, they will give the practical training needed by the negroes of the rural districts. The white people of the local communities have been very helpful in getting these schools started and in giving assistance and counsel after they have been established.

The various boards and agencies that have had a part in financing these plans for the improvement of the schools have done their work in a way to merit the approval of the intelligent and appreciative people of the State, and this method is taken of thanking them for the part they have had.

SCHOOL IMPROVEMENT.

At a meeting of the Alabama Federation of Women's Clubs in December 1904, a resolution introduced by Mrs. Erwin Craighead of Mobile was adopted creating the Committee on School Improvement Associations. This action was taken as a result of certain investigations made by the Alabama Education Committee under the direction of the State Department of Education and with the co-operation of the Committee of the Alabama Federation of Women's Clubs. Deplorable conditions were discovered, which indicated that school attendance and instruction could not be satisfactory under existing conditions.

The Federation Committee, though advised of the above conditions, accepted the responsibility and began a program for the improvement of the schools, which, by

the close of the year 1907, had resulted in a total of one hundred and fifty-nine associations in various sections of the State.

At a conference for school improvement held in December 1907, it was decided the work had attained such proportions that a State association should be formed. Accordingly, the Alabama School Improvement Association was launched with Mrs. J. D. Matlock, of Birmingham, who had been chairman of the Federation Committee, as president.

In November 1911, the special committee of the Alabama Federation of Womens' Clubs on School Improvement was discontinued on recommendation of the chairman, Mrs. E. D. Thames, of Greenville, who reported that the purpose for which it was created had been accomplished; that the spirit of school improvement had touched every county in the State, and that further development could be safely left to the Alabama School Improvement Association.

The purpose of the School Improvement Association is to unite the many socializing forces over the State in working for the improvement of school conditions, and its plan of organization includes county associations, local associations, both district and city, and any individuals who are interested in the work and desire to help.

The State organization, in a general way, outlines the policy to be followed each year and suggests practical methods and lines of work for county and local organizations. The county organization undertakes to project the work in the county and to create sentiment among patrons and friends for the provision of certain facilities that the schools, because of their limited support, could not otherwise enjoy. It should not be inferred, how-

ever, that the School Improvement Association exists primarily to make money. The conveniences procured by this agency have been numerous and invaluable, but the chief virtue has been the sympathetic attitude that has come about on the part of the people toward their schools and of the schools toward the people. No other agency in the State so stimulates mutual regard and friendship between the school and the community, and no other institution has it in its power to so enthrone the school in the hearts of the people.

Unfortunately, much of the actual work of improvement, reckoned in dollars and cents, cannot be secured for tabulation. Frequently, reports are not sent in and there is no way to require them. In the year now closed, the sum of \$100,778 was reported as raised and expended upon the schools through the activities of school improvement associations; four-fifths of the money reported was raised and expended in rural districts, and one-fifth in urban districts. Reports for the negroes show that the sum of \$8,337 was so raised and expended.

Besides the work of improvement in a material way, the associations have fostered the school library movement, illiteracy work, the observance of the four special days, and kindred activities in the work of public education. It is not too much to say that these societies have been strong allies in securing favorable consideration for certain legislation now upon our statutes. One friendly criticism may fairly be made about the conduct of the work hitherto; namely, in too many instances teachers have served in the capacity of president of county and local associations. This, of course, is desirable when some laywoman of the community cannot be induced to accept the position. As a rule, the work will be less academic and the interest of the community much more substan-

tially elicited if some public-spirited woman outside of the school, who has the time, money and will to work, can be induced to accept the leadership.

The thanks of the Department is hereby tendered Mrs. R. L. Faucett, President of the State Association, the several county presidents, the presidents of the local associations and public-spirited men and women everywhere who have made possible the splendid results in this field of endeavor.

ALABAMA EDUCATIONAL ASSOCIATION.

This organization is perhaps the best register of the educational temper of the State and enrolls every year more than two thousand teachers. No other voluntary organization in Alabama would compare with it in influence and as a clearing house of ideals. The direction of the Association is in the hands of the executive committee, which arranges for the annual meeting and decides definitely upon a policy for each year. Continuing the policy of the year before, the Association in 1916 again gave illiteracy the chief place on the program, and the question of what was done has already been recorded in this report.

The Association is also the parent of several departments; namely, County Superintendents, City Superintendents, annual and Industrial Arts, Rural Schools, Upper Elementary Grades, Kindergarten and Primary Grades, and Music. A number of independent associations likewise take advantage of the large group of teachers and hold their sessions at convenient times; namely, Association of Alabama High Schools; Alabama History Teachers' Association; Alabama Association of Teachers of English; and the Association for High Schools, Normal Schools and Colleges.

It is the custom of the Association to meet in one of the large centers of the State, the 1915-16 session assembling in Birmingham. It is impossible to estimate the value of this agency, both in the direction of public opinion and in the creation of a professional attitude on the part of the teachers of the State. A general idea of the work of the Association may be had by reference to the proceedings and to the quarterly bulletin issued by the Secretary.

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE.

The Department of Education feels a genuine interest in the success of every educational agency in the State, whether under public, private or denominational control. This feeling has been exhibited in the interpretation of the law authorizing the certification of teachers without examination. Provision has been made for their recognition on a parity with public schools in the matter of attendance as required under the compulsory attendance law. In fact, the friendliest feeling exists and will continue to exist if the will of the Department is carried out.

Private and denominational schools meet a distinct need and will always have a rightful place in our educational scheme, because of the varying capacities of pupils and differing ideals about the character and purpose of the training offered. No man can read the reports of these institutions without pardonable pride in the increasing patronage, the enlarged provisions for maintenance and the permanent holdings, all of which make possible a grade of work that will prove acceptable to those who patronize them. They deserve and have the congratulations and good wishes of those who appreciate culture.

An examination of the reports of these schools reveals the fact that the number of pupils enrolled in the schools grew from 8,842 in 1914-15 to 9,175 in 1915,16, an increase of 333 over the preceding year. These pupils were enrolled in the different departments of the schools as follows:

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
In elementary grades.....	2,582	2,791	5,373
In secondary grades.....	1,511	1,211	2,722
In college grades.....	502	578	1,080
	<hr/>	<hr/>	<hr/>
Total.....	4,595	4,580	9,175

The number of boarding pupils enrolled was 3,032, the number of day pupils, 6,143. For the instruction of those enrolled, 203 men and 334 women, or a total of 537 instructors, were employed. These pupils and teachers were cared for in buildings and sites valued at \$2,614,689 and have at their disposal equipment representing an outlay of \$183,585. In the libraries of these schools there are 137,710 volumes, representing an investment of \$166,782. The receipts and expenditures of these schools for the year reached the splendid total of \$634,556, derived from the following sources:

Endowment	\$ 22,943
Benefactions and bequests.....	69,147
Tuition and fees.....	291,216
Other sources	151,252
	<hr/>
Total.....	\$634,556

The attitude of the private and denominational schools is reflected in the patriotic way in which they have aided in the general program of education for the year and in

the provision the institutions of higher learning have made for the training of teachers for the schools of the State. It is hoped that they may continue to experience from year to year that measure of success which they richly deserve.

PRIVATE AND DENOMINATIONAL SCHOOLS—NEGRO.

There were enrolled in these schools 9,223 pupils, as shown in the totals that follow:

	<i>Male.</i>	<i>Female.</i>	<i>Total</i>
Elementary grades	3,252	4,345	7,597
Secondary grades	635	860	1,495
College grades	78	53	131
	—	—	—
Total.....	3,965	5,258	9,223

One-fifth, or 1,570, of the pupils enrolled were boarding pupils, and four-fifths, or 7,653, were day pupils. Instruction was given by 109 men and 270 women, or a total of 379 teachers. These pupils were housed in buildings, which, with their sites, aggregated \$1,625,703 in value, while the equipment represented an outlay of \$146,010. They had the use of libraries numbering 39,331 volumes and valued at \$20,795.

These schools received funds during the year from the following sources:

Endowment	\$ 13,828
Benefactions and bequests.....	96,120
Tuition and fees.....	39,663
Other sources	136,536
	—
Total.....	\$ 286,147

These schools, like those for whites, are rendering the State a distinct service, and the attitude of those who are directing their policies is such as to merit the good will of all friends of better schools.

STATE BOARD OF EXAMINERS.

The gateway to the teaching profession in Alabama is watched over by the State Board of Examiners constituted under the law and consisting of the State Superintendent of Education as ex-officio president, and two appointive members—a man and a woman, the former of whom is secretary of the board.

Examinations are held in every county of the State three times a year. The questions for the examinations are prepared by the Board of Examiners on the several topics set out in the law for the different grades, and sent under seal to the county superintendents of education, who conduct the examinations in their respective counties. Each teacher desiring to take the examinations must present certain credentials and pay a modest fee, which goes to defray the expenses incurred in making the law effective. The examination papers are returned under seal to the State Board of Examiners for grading and certificating. A card system of records is kept on file for the information of the school authorities of the State. The teachers applying in the year 1915-16 were 8,998 white, 3,265 colored, or a total of 12,263. Of this number, 5,255 white teachers and 2,032 negro teachers, or a total of 7,287, were rejected. The percentage rejected was for whites, 58; for negroes, 62; or for both races combined, 59. The numbers of certificates by grades of the 3,743 white and of the 1,233 negro teachers who passed the examinations, were as follows:

	<i>White.</i>	<i>Negro.</i>
Life	199	2
First grade	494	4
Second grade	1,270	204
Third grade	1,780	1,023

The receipts from fees paid by applicants for teachers' certificates totalled \$16,788.87, while the disbursements amounted to \$15,508.90, leaving a net balance for the year of \$1,297.97 to be covered into the State treasury.

The enlarged plan for the certification of teachers made possible by the Legislature of 1915 has already been set out in this report.

Gradually the standard of those engaged in the work of teaching is being raised, and those who are not disposed to avail themselves of the multitudinous opportunities for professional improvement that are so easily accessible will have to seek elsewhere their means of earning a livelihood.

The examinations in special subjects for the year in second, first and life grades were based on the following:

SECOND GRADE LITERATURE.

December, 1915:

The Deacon's Masterpiece; Annabel Lee; For A'That and A'That; Polonius's Advice; Evangeline; Peace, the Policy of a Nation; My Visit to Niagara.

April, 1916:

Paul Revere's Ride, Song of the Chattahoochee, To a Waterfowl, Mercy, Rip Van Winkle, Washington's Farewell Address, Herve Riel.

July, 1916:

Lochinvar, The Eve Before Waterloo, To a Skylark, Hamlet's Soliloquy, A Descent into the Maelstrom,

Speech on a Resolution to put Virginia into a State of Defense, Vision of Sir Launfal.

FIRST GRADE LITERATURE.

December, 1915:

Last Days of Pompeii, Courtship of Miles Standish, The Illiad (Lang, Leaf, and Meyers), Essays on Burns.

April, 1916:

Kenilworth, The Rime of the Ancient Mariner, Selected Essays of Charles Lamb, The Odyssey (Butcher and Lang).

July, 1916:

A Tale of Two Cities, Sohrab and Rustum, Sesame and Lilies, The Aneid (Conington and Shumway).

LIFE EXAMINATIONS.

December, 1915; April, 1916; July, 1916:

Seeley's History of Education, Bett's Social Principles of Education, Allen's Civics and Health.

SPECIAL TEXTS.

Theory and Practice of Teaching and Class Management.

Everyday Pedagogy.

Psychology—Human Behavior.

Reading—Essentials of Teaching Reading.

PUBLICATIONS OF THE DEPARTMENT FOR 1915-16.

Below will be found a list of the various leaflets and bulletins prepared and distributed during the year. Not all of them were paid for from the public treasury, but they are reprinted in order that a record of them may be preserved:

	Bulletin No.
Alabama School Improvement Association.....	51
Rural Schoolhouses and Grounds.....	52
County Board Law.....	53
Annual Report, 1915.	
Clean-Up and School Improvement Day (Second Edition)	45
Health Day (Second Edition.....	49
Better Farming Day (Second Edition).....	50
Good Roads Arbor Day (Second Edition).....	47
Instructions for Securing State Aid in the Erection, Repair and Equipment of Rural Schoolhouses	54
A Comparative Study of Alabama's Public School System and of Educational Conditions in the Sixty-Seven Counties	55
Some Results of the Work of the Homemakers' Clubs for Negro Girls in Alabama, 1915.	
Exercises for Alabama Adult Schools.	
By-Laws and Rules and Regulations for the Alabama Reform School for Juvenile Negro Law Breakers (Mt. Meigs, Alabama).	
Proceedings of the Conference of County High School Principals, University of Alabama; and of the Conference of County Superintendents, Auburn, Alabama, June, 1916.	

RETROSPECT AND PROSPECT.

It is sometimes difficult to get a fair perspective at close range and there is danger, when we consider what is yet to be done to bring our public school system up to a fair standard, that we may overlook the achievements that have taken place in the past. For example, thirty years ago the State expended for elementary school pur-

poses \$523,353. There were 450,968 children of school age, with an average attendance of 152,776 based upon a total enrollment of 252,871. These children were taught in 5,583 schools for an average length of term of 87 days; 5,490 teachers were employed in giving instruction on an average annual salary of \$112.79. In 1915-16 the school funds expended by the State totalled \$2,191,465; the school population had grown to 780,366, of whom 503,102 were enrolled in the public schools with an average attendance of 315,137. These pupils were taught in 6,845 schools by 10,757 teachers, who received an average annual salary of \$331, for a term of 121 days. The figures speak for themselves:

	1875-6	1885-6	1895-6
School funds	\$351,496	\$523,353	\$598,558
Census	No data	450,968	590,757
Enrollment	104,414	252,871	316,259
Attendance	No data	152,776	No data
Schools taught.....	3,088	5,583	6,920
Length of term.....	80	87	72½
Teachers employed.....	No data	5,490	7,064
Average salary.....	No data	\$112	\$87

	1905-6	1915-6
School funds.....	\$1,085,063	\$2,191,465
Census	679,070	780,366
Enrollment	379,441	503,102
Attendance	246,541	315,137
Schools taught.....	5,648	6,845
Length of term.....	97	121
Teachers employed.....	6,167	10,757
Average salary.....	No data	\$331

It is well for us to get our bearings with reference to the past, but it is our duty to think most about the work of the future. Now, that the Legislature has been kind enough to submit an amendment to the Constitution authorizing local taxation for schools, and the people have been thoughtful enough to adopt it by a substantial majority, we must face the question of how we are to make use of the privilege conferred. As has already been said from time to time and as every well-informed man knows, the adoption of this amendment was the most vital step that could have been taken for the promotion of better school conditions in Alabama.

As much as we may tire of hearing the word REVENUE mentioned, we have striking proof every day that money is the most convenient, as well as the most marketable medium for procuring not only the comfort but even the necessities of life, and what is true in that respect is equally true with reference to the schools. It is not strange, therefore, nor should it be bewildering, for it to be said over and over again that better teachers, better school buildings, longer terms, in fact, every facility for the spread of intelligence among the masses—calls for more money. We may continue to bewail our poverty and do the unsensible thing of overlooking the one agency by which we may hope to eliminate that poverty, namely, the provision of the needed funds to give our children educational advantages that will compare somewhat favorably with those offered to children in other parts of the country.

Let it not be understood that we complain of the past. A constitutional barrier has shunted us off from the sources of relief which have been drawn upon in other commonwealths. The thing we need to concern ourselves about now is whether or not we are big enough, since the bar-

rier has been broken down, to enter upon a new era of growth and development. This Department has not stood for the radical or the erratic; the sensational makes no appeal here. The statement has been frequently made that we have an abiding faith in the people to do the best if they can be brought to see the best. To vote more money merely because we have the privilege to vote it would be the sheerest folly, but if we can realize that school terms are all too short; that school teachers are poorly prepared; that buildings are unsatisfactory; that equipment is badly needed; that sanitation is overlooked; that supervision is neglected—the people will respond to any reasonable demand that may be made upon them.

This means that campaigns for the levying of the tax under the amendment should be made in many counties of the State this year. Nor is there danger in such a procedure if wisdom is used. In the first place, the maximum of three mills will make it impossible for any burden to be visited upon anybody, while the revenue derived will make it possible to improve greatly the existing conditions; in the second place, the funds so raised not only remain in the county but must be expended by the county board of education in the manner prescribed by law and for the purposes set out in the call for the election.

If, in any county, the Department of Education can co-operate with the authorities in acquainting the people with the provisions of the amendment and the benefits they may expect to come from utilizing the privilege in the county, it will be our pleasure to assist with all the vigor possible. It will not be the policy of the Department to encourage a premature agitation of the question in any county, or to participate in the campaign when the proper authorities in the county do not so desire. The

opportunities for service already offered show that the calls for assistance will be such as to require the best time and efforts we can command. Our desire is to be real servants of the people who desire better schools, and we shall not fail to respond to the call for assistance when in our power to do so.

What has been said in regard to local taxation applies with equal force to the consolidation of schools, the erection of suitable buildings, the improvement of teachers in service, the close supervision of schools; in fact, everything that means better schools.

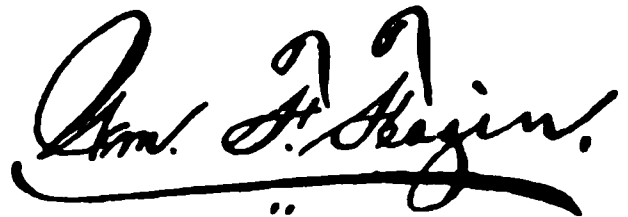
Another matter which will call for serious consideration and wise planning is the compulsory attendance statute, which is to become effective October 1, 1917. This measure is reasonably mild; the compulsory period is comparatively short; the age limit reasonable; the exceptions sensible, and the machinery not too complex. Now that the measure is law and its wisdom has been attested by the experience of every country of any prominence in the world and by every State in this Union with the exception of one, there can be no excuse for passivity in its enforcement in Alabama. In fact, we shall fail to give the children of the State, and such parents and employers as have hitherto thought of children in a selfish way, or even as objects for exploitation, the proper object lesson if we do not see to it, first, that plans are worked out for a reasonable enforcement of the law, and second, that due diligence is exercised to have these plans work.

Before closing this report, I wish to tender to you as Governor, and through you to the people of this great State, including the press, my warmest thanks for the loyal and cordial support which has been so graciously

tendered, and without which the achievements of this, or any other administration, would be utterly impossible.

In this connection, I feel that our supreme gratitude should go up to Almighty God, who, while peoples in other lands have been going through a prolonged period of carnage, has given to us continued peace and the opportunity to live and serve and grow. It is my sincere hope that His goodness will continue and that we shall give some expression of our appreciation by doing our best to give to the boys and girls of this State, in town and country, white and black, such preparation as they will require to do their best work.

Respectfully submitted,

A handwritten signature in cursive script, reading "Am. J. Kazin.", with a long horizontal flourish underneath.

Supt. of Education.

EDUCATION DIRECTORY OF ALABAMA

STATE DEPARTMENT OF EDUCATION

Wm. F. Feagin.....Superintendent of Education
 C. M. Dannelly.....Chief Clerk
 Spright Dowell.....State Institute Director
 J. B. Hobdy—J. L. Sibley.....Rural School Agents
 J. S. Thomas—W. C. Blasingame.....High School Inspectors
 Jas. N. Gunnels—Harris Moriarty.....Bookkeepers
 Miss Adeline Klinge—Miss Sadie Alexander—Mrs. Ruba
 D. Franson.....Stenographers

STATE BOARD OF EXAMINERS

Wm. F. Feagin.....President
 P. W. Hodges.....Secretary
 Miss Clara Pitts.....Member
 Miss Lila K. Wilcox.....Stenographer

STATE INSTITUTIONS

University of Alabama, Tuscaloosa.....Geo. H. Denny, President
 Alabama Polytechnic Institute, Auburn.....C. C. Thach, President
 Ala. Girls Technical Institute, Montevallo.....Thos. W. Palmer, Pres.
 Institute for Deaf, Dumb, and Blind, Talladega.....
F. H. Manning, Supt.
 State Normal, Florence.....H. J. Willingham, President
 State Normal, Florence.....Turner Rice, Treasurer
 State Normal, Jacksonville.....C. W. Daugette, President
 State Normal, Jacksonville.....H. H. Montgomery, Treasurer
 State Normal, Livingston.....G. W. Brock, President
 State Normal, Livingston.....W. P. Tartt, Treasurer
 State Normal, Troy.....E. M. Shackelford, President
 State Normal, Troy.....Key Murphree, Treasurer
 State Normal, Daphne.....H. H. Holmes, President
 State Normal, Daphne.....J. W. Woolf, Mobile, Treasurer

State Normal, Moundville.....	G. A. Young, President
State Normal, Moundville.....	R. L. Griffin, Treasurer
State Normal, Montgomery, (for negroes)...	J. W. Beverly, President
State Normal, Montgomery, (for negroes).....	J. Kirk Jackson, Treas.
State Normal, Normal, (for negroes).....	Walter Buchanan, President
State Normal, Normal, (for negroes)...	David A. Grayson, Treasurer
State Normal, Tuskegee (for negroes).....	R. R. Moton, President
State Normal, Tuskegee (for negroes)...	W. W. Campbell, Treasurer

DISTRICT AGRICULTURAL SCHOOLS

Spright Dowell, Secretary-Treasurer

First District—Jackson.....	J. J. Moore, President
Second District—Evergreen.....	L. H. Lewis, Acting President
Third District—Abbeville.....	R. O. Dykes, President
Fourth District—Sylacauga.....	G. H. Thigpen, President
Fifth District—Wetumpka.....	C. V. Thompson, President
Sixth District—Hamilton.....	H. O. Sargent, President
Seventh District—Albertville.....	S. L. Gipson, President
Eighth District—Athens.....	J. M. Atkins, President
Ninth District—Blountsville.....	W. B. Farrar, President
Northeast Alabama Agricultural and Industrial Institute—Lineville.....	C. G. Sharp, Superintendent

COUNTY HIGH SCHOOL COMMISSION

Governor Chas. Henderson.....	Chairman
Superintendent Wm. F. Feagin.....	Secretary
State Auditor, M. C. Allgood.	

COUNTY SUPERINTENDENTS

TERM BEGINNING OCTOBER 1, 1913, AND ENDING OCTOBER 1, 1917.

JNTY.	SUPERINTENDENT.	POST OFFICE.	EX. OFFICE.
	L. E. Byrum.....	Jones	Jones.
	J. S. Lambert.....	Bay Minette	Bay Minette.
	J. T. Searcy.....	Clayton	Clayton.
	A. W. Hayes.....	Centerville	Centerville.
	John Weston	Village Springs, R. 2....	Oneonta.
	George R. Hall.....	James	Midway.
	C. H. Lewis.....	Greenville	Greenville.
	H. T. Persons.....	Anniston	Anniston.
	G. M. Barnett.....	LaFayette	LaFayette.
	John H. Blair.....	Center	Leesburg.
	W. T. Bean.....	Clanton	Clanton.
	W. J. Dansby.....	Butler	West Butler.
	T. L. Head Jr.....	Grove Hill	Whatley.
	W. T. Harwell.....	Ashland	Ashland.
	G. B. Boman.....	Heflin	Heflin.
	C. H. Byrd.....	Enterprise	Enterprise.
	Joe Walker	Tuscumbia	Tuscumbia.
	R. E. L. Key.....	Evergreen	Evergreen.
	Jef Sox	Rockford, R. 2....	Kellyton.
	Hiram J. Brogden.....	Andalusia	Andalusia.
	Thos. A. Capps.....	Luverne	Luverne.
	D. V. Smith.....	Cullman	Cullman.
	Robt. Lee Marchman.....	Pinckard	Pinckard.
	D. M. Callaway.....	Selma	Selma.
	J. Valdor Curtis.....	Fort Payne	Fort Payne.
	G. H. Howard.....	Wetumpka	Wetumpka.
	W. S. Neal.....	Brewton	Brewton.
	S. C. McDaniel.....	Gadsden	Gadsden.
	Alex. Smith	Fayette	Fayette.
	T. H. Roberson.....	Russellville	Russellville.
	J. W. Steely.....	Hartford	Hartford.
	W. P. Archibald.....	Knoxville	Eutaw.
	G. N. Williams.....	Greensboro	Greensboro.
	E. C. Glover.....	Abbeville	Abbeville.

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COUNTY SUPERINTENDENTS—Continued

COUNTY.	SUPERINTENDENT.	POST OFFICE.	EX. OFFICE.
Couston	John M. Odom.....	Dothan	Dothan.
Jackson	C. S. Brewton.....	Scottsboro	Scottsboro.
Jefferson	P. M. McNeil.....	Birmingham	Birmingham.
Lamar	E. R. Harris.....	Vernon	Sulligent.
Mauderdale	D. O. Warren.....	Florence	Florence.
Lawrence	W. S. Dill.....	Moulton	Hillsboro.
Lee	J. A. Albright.....	Opelika	Opelika.
Limestone	M. K. Clements.....	Athens	Athens.
Lowndes	H. R. Williamson.....	Hayneville.....	Hayneville, via Tyson
Macon	W. B. Riley.....	Tuskegee	Tuskegee.
Madison.....	S. R. Butler.....	Huntsville	Huntsville.
Marango	B. F. Gilder.....	Linden	Linden.
Marion	H. W. McKenzie.....	Hamilton	Guin.
Marshall	R. Lee Barnes.....	Guntersville	Guntersville.
Mobile	S. S. Murphy.....	Mobile	Mobile.
Monroe	J. A. Barnes.....	Roy	Repton.
Montgomery	G. W. Covington.....	Montgomery	Montgomery.
Morgan	J. C. Tidwell.....	New Decatur.....	New Decatur.
Murray	Chas. C. Johnson.....	Marion	Marion.
Nickens	J. W. Dowdle.....	Carrollton	Carrollton.
Nike	J. M. Sanders.....	Troy	Troy.
Randolph	J. N. Word.....	Wedowee	Roanoke.
Russell.....	Frank M. deGraffenried	Seale	Seale.
Shelby	Samuel P. Williamson..	Sterrett, R. 1.....	Columbiana.
St. Clair	Perkins McClendon	Ashville	Whitney.
Sumter	R. B. Callaway.....	Cuba.....	Livingston.
Talladega	M. T. Linder.....	Talladega	Talladega.
Tallapoosa	G. L. Bell.....	Dadeville	Dadeville.
Tuscaloosa	Perry B. Hughes.....	Tuscaloosa	Tuscaloosa.
Walker	A. S. Scott.....	Jasper	Jasper.
Washington.....	W. S. Pearce.....	Healing Springs	Millry.
Wilcox	Will M. Cook.....	Camden	Camden.
Winston	J. M. Burns.....	Double Springs, R. 1....	Lynn.

DEPARTMENT OF EDUCATION.

COUNTY HIGH SCHOOLS

COUNTY.	PRINCIPAL.	TREASURER.	P. O. OF PRINCIPAL AND TREASURER.
Autauga	H. T. Wallace	C. E. Thomas	Prattville.
Barbour	A. C. Anderson	A. C. Dillard	Clio.
Bibb	J. W. Watson	J. P. Suttle	Centerville.
Blount	T. C. Moore	A. A. Fendley	Oneonta.
Calhoun	R. S. King	D. C. Cooper	Oxford.
Chambers	G. M. Veazey	J. L. Denny	Milltown.
Cherokee	J. A. Johnson	Joe W. Baker	Center.
Chilton	H. C. McDonald	Jno. A. Thomas	Clanton.
Choctaw	Zack Rogers	W. B. Gilmer	Butler.
Clarke	M. L. Orr	L. R. Tucker	Grove Hill.
Clay	W. L. Davis	C. B. Allen	Ashland.
Cleburne	J. K. Hunt	W. G. Porter	Heflin.
Coffee	J. J. Yarbrough	V. O. Warren	Enterprise.
Colbert	P. M. Munro	Thos. Lile	Leighton.
Conecuh	Sarah E. Luther	J. W. Thurmond	Castleberry.
Coosa	A. R. Jones	E. L. Boyett	Rockford.
Covington	H. A. Pettus Jr.	J. T. Hughes	Floral.
Cullman	Jno. E. Knight	Fred J. Buchman	Cullman.
Dallas	J. L. Moulder	J. E. Barnes	Plantersville.
DeKalb	N. J. Callan	J. G. Bohling	Ft. Payne.
Elmore	W. J. Mims	O. D. Farrow	Eclectic.
Escambia	C. A. Peavy	E. F. Goldsmith	Atmore.
Etowah	J. R. Kimbrough	Lamar Smith	Attalla.
Fayette	R. L. Reaves	A. M. Grimsley	Fayette.
Franklin	E. T. Bolding	Foster Gavin	Russellville.
Geneva	B. H. Boyd	D. S. Folsom	Hartford.
Henry	D. W. McLean	T. A. West	Headland.
Houston	C. W. Johnson	L. W. Armstrong	Columbia.
Jackson	R. P. Wills	O. C. Hackworth	Scottsboro.
Lamar	E. L. Williamson	W. B. Clearman	Vernon.
Lauderdale	Earl M. Hodson	Ira H. Bedingfield	Rogersville.
Lawrence	J. M. Crowell	L. B. Cropper	Moulton.
Lee	J. A. Parrish	W. D. Martin	Auburn.
Limestone	E. B. Baxter	J. O. Holt	Elkmont.
Lowndes	E. H. Turner	W. J. Davis	Ft. Deposit.
Macon	C. C. Slaton	A. M. Cameron	Notasulga.
Madison	W. T. Stevens	E. B. Shoemaker	Gurley.
Marengo	J. L. Gibson	Ernest M. Moseley	Thomaston.
Marion	J. B. Clark	R. R. Wright	Guin.

COUNTY HIGH SCHOOLS—Continued

COUNTY.	PRINCIPAL	TREASURER	P. O. OF PRIN. AND TREAS.
Marshall	Oscar Horton	D. Isbell	Guntersville.
Monroe	Geo. A. Harris.....	J. A. Lazenby.....	Monroeville.
Morgan	J. H. Riddle.....	Pierce Patillo.....	Hartselle.
Perry	J. A. York.....	D. K. Mason.....	Marion.
Pickens.....	J. E. Hendley.....	E. M. Stringfellow.....	Reform.
Pike	S. B. Gibson.....	J. T. Ramage.....	Brundidge.
Randolph	H. D. Weathers.....	Douglas Smith.....	Wedowee.
Shelby	Lycurgus Leftwich	A. P. Longshore Jr.....	Columbiana.
St. Clair	J. O. Sturdivant.....	W. C. Watson.....	Odenville.
Sumter	W. F. Osburn.....	J. H. Coleman.....	York.
Talladega	J. A. Morgan.....	Leon U. Dickinson.....	Lincoln.
Tallapoosa	R. E. Hodnette.....	C. M. Corprew.....	Dadeville.
Walker	J. Alex Moore.....	A. S. Preston.....	Jasper.
Wilcox	Claude Hardy	W. J. Bonner.....	Camden.
Winston	L. J. Howell.....	Thomas M. Blake.....	Double Springs.

DEPARTMENT OF EDUCATION.

**COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS
ELECTED FOR THE YEAR BEGINNING OCTOBER 1, 1916.**

COUNTY.	NAME.	POST OFFICE.
Autauga	C. E. Thomas	Prattville.
Baldwin	W. D. Stapleton	Bay Minette.
Barbour	Geo. A. Johnston	Clayton.
Bibb	Jno. P. Kennedy	Centreville.
Blount	J. C. Nation	Oneonta.
Bullock	A. H. Keller	Union Springs.
Butler	Park Smith	Greenville.
Calhoun	J. T. Gardner Jr.	Anniston.
Chambers	D. T. Tatum	LaFayette.
Cherokee	W. R. Westbrook	Cedar Bluff.
Chilton	Dr. E. A. Matthews	Clanton.
Choctaw	F. A. Miller	Butler.
Clarke	L. R. Tucker	Grove Hill.
Clay	C. B. Allen	Ashland.
Cleburne	J. M. Atkins	Heflin.
Coffee	J. E. Jones	New Brockton.
Colbert	John E. Delony	Tuscumbia.
Conecuh	Arthur Cunningham	Evergreen.
Coosa	E. L. Boyett	Rockford.
Covington	L. M. Studstill	Andalusia.
Crenshaw	J. T. Ivey	Luverne.
Cullman	Joseph Spitznagel	Cullman.
Dale	Wm. S. Garner	Ozark.
Dallas	H. F. Cooper	Selma.
DeKalb	T. J. Cook	Ft. Payne.
Elmore	J. C. Weldon	Wetumpka.
Escambia	Fred Curtis	Pollard.
Etowah	J. B. Wadsworth	Gadsden.
Fayette	A. M. Grimsley	Fayette.
Franklin	Foster Gavin	Russellville.
Geneva	Josef V. Harrison	Hartford.
Greene	E. A. Archibald	Eutaw.
Hale	L. J. Lawson Jr.	Greensboro.
Henry	Dr. A. S. Steagall	Abbeville.
Houston	H. G. Forrester	Dothan.
Jackson	J. W. Gay	Scottsboro.
Jefferson	Edward B. Crawford	Birmingham.

COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS—Continued

COUNTY.	NAME.	POST OFFICE.
Lamar	S. G. Kennedy	Sulligent.
Lauderdale	H. C. Gilbert	Florence.
Lawrence	L. B. Cropper	Moulton.
Lee	K. H. McGregor	Opelika.
Limestone	Clinton D. Glaze	Athens.
Lowndes	C. M. Davis	Ft. Deposit.
Macon	W. W. Campbell	Tuskegee.
Madison	M. B. Merts	Huntsville.
Marengo	C. C. Pritchett	Thomaston.
Marion	J. B. Hodges	Hamilton.
Marshall	S. A. Bradford	Guntersville.
Mobile	S. S. Murphy	Mobile.
Monroe	L. L. Hendrix	Monroeville.
Montgomery	Henry T. Bartlett	Montgomery.
Morgan	Arthur Stephenson	Hartselle.
Perry	D. K. Mason	Marion.
Pickens	A. H. Dabbs	Carrollton.
Pike	L. M. Bashinsky	Troy.
Randolph	Dr. J. C. Swann	Wedowee.
Russell	T. W. Anderson	Seale.
Shelby	W. L. Christian	Columbiana.
St. Clair	E. M. McClendon	Springville.
Sumter	T. M. Tartt	Livingston.
Talladega	H. L. McElderry	Talladega.
Tallapoosa	C. M. Corprew	Dadeville.
Tuscaloosa	Robt. H. Cochrane	Tuscaloosa.
Walker	H. W. Cranford	Jasper.
Washington	Jas. N. Granade	Chatom.
Wilcox	E. W. Berry	Camden.
Winston	Lewis L. Welborn	Double Springs.

DEPARTMENT OF EDUCATION.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS OF INCORPORATED CITIES AND TOWNS OF ALABAMA, BY COUNTIES, FOR YEAR BEGINNING OCTOBER 1, 1916

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Autauga County		
Autaugaville	Miss Margaret Dowe	E. M. Jones.
Billingsley	W. P. Bledsoe	J. C. Hughes.
Prattville	Miss Belle Northington	C. E. Thomas.
Baldwin County		
Bay Minette	S. M. Tharp	O. C. Hall Jr.
Fairhope	Mrs. M. L. Johnson	Ben Fisher.
Foley	C. Y. Kenady	John C. Lehr.
Barbour County		
Blue Springs	J. Clem Mooneyhan	J. A. English.
Clayton	C. G. Glover	C. H. Feagin.
Clio	J. C. Stewart	W. D. Brock.
Eufaula	H. L. Upshaw	J. P. Foy.
Louisville	V. V. Norton	C. H. West.
Bibb County		
Brent	J. E. Marley	W. R. Smith.
Centerville	J. R. Alexander	J. P. Kennedy.
Smith Hill (Blocton)	Miss Lydia Cowden	W. A. Stewart.
West Blocton	J. J. Holloday	W. R. Young.
Blount County		
Blountsville	Miss Mamie Simms	John Copeland.
Cleveland	W. Y. Adams	No Treasurer.
Oneonta	H. A. Fowler	J. C. Nation.
Bullock County		
Fitzpatrick	Miss S. M. Davis	H. F. McLaurine.
James	P. A. McDaniel Jr.	H. L. King Jr.
Midway	P. A. McDaniel Jr.	T. R. Britt.
Perote	S. W. Hixon	C. W. Rumph.
Union Springs	E. S. Pugh	R. J. Laurence.
Butler County		
Georgiana	Perry B. Pepper	R. Clifford Fulford.
Greenville	C. B. Gamble	J. L. Grant.
McKenzie	L. P. Stough	C. J. Huggins.
Chapman	Mrs. J. M. Stabler	Casby Hays.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Calhoun County		
Anniston	D. R. Murphey	H. A. Young.
Blue Mt. City (Anniston)	Miss May Powell	W. H. Call.
Jacksonville	Miss Edith Johnson	Jno. B. Nisbet.
Oxford	Miss Mary Gilbert	C. H. Howle.
Piedmont	Jas. N. Bragg	J. C. Lay Jr.
Chambers County		
LaFayette	F. T. Appleby	J. C. Griffin.
Lanett	W. S. Leatherwood	W. H. Knight.
Waverly	G. C. Arant	M. H. Brawner.
Cherokee County		
Gaylesville	Miss Birdie Stone	E. J. Chestnut.
Chilton County		
Clanton	J. S. Rogers	H. M. Simpson.
Jemison	Nyde W. Henson	S. G. Clanthorn.
Maplesville	J. L. Johnson	A. B. Deason.
Thorsby	John Savage	E. W. Butler.
Choctaw County		
Butler	J. W. Taylor	W. H. Lindsey.
Gilberttown	L. M. Mathis	G. E. Stroud.
Lisman	W. E. G. Sutton	Dr. W. H. Christopher.
Clarke County		
Fulton	Geo. M. Watson	A. L. Manes.
Jackson	Frank Abbott	A. E. Chunn.
Thomasville	H. M. Morrow	J. E. Tucker.
Whatley	Miss Carrie Kimbrough	D. D. Coleman.
Clay County		
Ashland	A. C. Jones	C. C. Harris.
Hollins	Miss Lillian Camp	H. B. Rumsey.
Lineville	C. G. Sharp	M. M. Eppes.
Cleburne County		
Edwardsville	J. Alta Brown	T. J. Brown.
Fruithurst	Miss Margaret Fowler	F. L. Grant.
Heflin	J. G. Madry	Fred Osborne.
Hopewell	Miss Nannie Boyd	D. D. Harris.
Coffee County		
Iba	J. F. Scofield	O. A. Ellis.
Enterprise	E. J. Murphey	A. B. Mizelle.
Brockton	R. F. Ray	W. W. Whitaker.

DEPARTMENT OF EDUCATION.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Colbert County		
Cherokee	W. C. Porter.....	No Treasurer.
Leighton	R. O. Binford.....	J. T. Ferguson.
Sheffield	W. P. Johnson.....	M. A. Hopkins.
Tuscumbia	J. F. Collins.....	J. C. Carter.
Conecuh County		
Castleberry	Miss Mineola King.....	Allen Page.
Evergreen	Miss Ethel King.....	H. A. Shields.
Repton	J. W. Kitching.....	J. R. Simmons.
Coosa County		
Goodwater	Curtis Matthews	B. Z. Henry.
Covington County		
Andalusia	L. E. Brown.....	J. P. Tilley.
Falco	Miss Marguerite Sutton.....	J. J. Ludlam.
Floralda	Charles Baker	W. F. Hughes.
Lockhart	J. W. Heustess.....	.....
Opp	J. M. Farris.....	T. E. Hubbard.
Poley	Miss Ella Fleming.....	H. P. Fitzgerald.
Red Level.....	E. L. Stough.....	C. W. Costen.
River Falls	H. B. Morgan.....	H. Stanley
Crenshaw County		
Brantley	G. M. Malone.....	Dr. S. W. May.
Dozier	Miss Vinnie Nelson.....	L. C. Simon.
Glenwood	H. A. Cassady.....	W. K. Tyner.
Luverne	W. G. Cameron.....	J. N. Pollard.
Searight	Miss Josie Ingram.....	W. W. Lowman.
Rutledge	H. E. Turner.....	A. L. Rushton.
Petrey	A. B. Carlton.....	H. G. Petrey.
Cullman County		
Cullman	J. H. Graves.....	Parker Bank & Trust
Garden City	Miss Mary Graf.....	J. D. McAnally.
Hanceville	O. P. South.....	Adolph Ashwander.
Holly Pond	R. P. Johnston.....	W. N. Wiggins.
Dale County		
Ariton	L. F. Rutledge.....	D. A. Walker
Daleville	W. A. McGuff.....	L. E. Wells.
Midland City	W. C. Ozier.....	H. G. Eppes.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Newton	B. B. Balkcom.....	J. A. Reynolds .
Dzark	E. J. Laney.....	Grover Flowers.
Pinckard	R. C. Reese.....	T. M. Borland.
Dallas County		
Dorrville.....	Miss Martha J. Ormond.....	John T. Moore.
Selma	Arthur F. Harman.....	C. M. Howard.
DeKalb County		
Collinsville	H. G. Tiller.....	J. C. Longshore.
Ft. Payne	H. M. Weaver.....	G. W. Pharr.
Elmore County		
Eclectic	W. L. Thomas.....	O. D. Farrow.
Callassee	J. D. Garren.....	E. A. Cox.
Wetumpka	C. V. Thompson.....	John Gaddis.
Escambia County		
Atmore	E. P. Houston.....	J. D. Wise.
Brewton	W. L. Porter.....	A. C. Smith.
Blomaton	Miss Nan Gray Davis.....	Wm. M. Weaver.
Pollard	H. N. Lee.....	Fred Curtis.
Etowah County		
Alabama City	J. D. Bradley.....	C. S. Wilkinson.
Altoona	James E. Dean.....	John Thompson.
Attalla	Miss Alice Coleman.....	F. W. Cox.
Gadsden	W. C. Griggs.....	E. T. Hollingsworth.
Fayette County		
Berry	J. W. Blount.....	W. O. Collins.
Fayette	N. F. Greenhill.....	Victor Hyde.
Franklin County		
Hodges	J. W. Cantrell.....	J. W. Cantrell.
Red Bay	W. B. Lovejoy.....	J. L. McNeely.
Russellville	L. S. McRight.....	W. H. Austin.
Vina	W. M. Holliman.....	J. A. Andrews.
Geneva County		
Black	Miss May Steely.....	C. O. Hagin.
Coffee Springs	Joel Sanders	W. G. Vaughan.
Geneva	J. E. Cheatham.....	A. S. Hendrix.
Hartford	M. L. Black.....	J. D. Preston.
Alvern	J. M. Metcalf.....	J. A. Ward.
mson	W. T. Tiller.....	J. W. Byrd.
mb	E. C. Palmer.....	C. E. Segrest.

DEPARTMENT OF EDUCATION.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Contd

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Greene County		
Eutaw	A. F. Jackson.....	R. W. Barnes.
Hale County		
Greensboro	J. A. Baxley.....	L. J. Lawson, Jr.
Moundville	G. A. Young.....	R. L. Griffin.
Newbern	E. E. Daniel.....	T. A. Walthall Jr.
Henry County		
Abbeville	J. E. Searcy.....	A. U. Grouby.
Haleburg	Sam Davis.....	B. F. Glover.
Headland	W. E. Glover.....	A. W. Hawkins.
Newville	Wm. Y. Fleming.....	J. W. Capps.
Houston County		
Ashford	C. F. Cassady.....	G. E. Jackson.
Columbia	E. E. Wakefield.....	Alex. Wood.
Cottonwood	N. B. Hughes.....	S. O. Smith.
Dothan	J. V. Brown.....	C. C. Hughes.
Gordon	L. C. Warr.....	J. J. Marsh.
Kinsey	L. D. Barnett.....	C. B. Guice.
Madrid	S. D. Evans.....	G. P. Peacock.
Webb	R. H. Southerland.....	W. M. Floyd.
Jackson County		
Bridgeport	Miss Lilian Ford.....	F. P. Jacobs.
Hollywood	W. B. Thomas.....	D. Meeks.
Langston	H. R. Campbell.....	T. E. Morgan.
Larkinsville	Allie L. Roden.....	E. G. Grantham.
Paint Rock	J. W. Simpson.....	John W. Tipton.
Scottsboro	H. W. Bennett.....	C. Q. Beech.
Section	V. G. Bottoms.....	C. C. Peak.
Stevenson	N. H. Price.....	E. K. Mann.
Jefferson County		
Bessemer	A. A. Persons.....	J. B. Houston.
Birmingham	J. H. Phillips.....	Louis L. Levy.
Brighton	H. M. Sharpe.....	H. M. Sharpe.
Brookside.....	N. S. Moore.....	
Cardiff	W. C. Petty.....	C. H. Harper.
Graysville (Adamsville, R. 1)	B. B. Lawson.....	J. W. West.
Inglenook	Chas. R. West.....	S. W. Boles.
Irondale	Forney Reese	J. W. Fortenberry.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Johns	Miss Emily Holt.....	Joe Sachs.
Leeds	J. W. Ellenburg.....	E. R. Perdue.
Lipscomb (Bessemer, R. 1).....	L. H. Haralson.....	S. A. Jones.
Pinckney City (Blossburg).....	P. G. Whaley.....	M. Silverfield.
Quinton	J. G. Manuel.....	I. N. Skelton.
Sandusky	W. T. Vann.....	Dr. J. M. Bonds.
Warrior	J. T. Huffstutler.....	E. A. Terry.
West Sayre (Quinton, R. 1).....	L. T. Dyer.....	J. A. Wood.
Lamar County		
Beaverton	Mrs. D. W. Ward.....	A. S. Gann.
Fernbank	Miss Nona Seay.....	J. B. Wilson.
Kennedy	Miss Mae Alexander.....	W. N. Gravlee.
Millport	H. W. Weed.....	M. J. Davis.
Sulligent	W. V. Luckie.....	M. W. Cribbs.
Vernon	Miss Elemna Holliman.....	J. F. Mattox.
Lauderdale County		
Florence	H. B. Norton.....	H. C. Gilbert.
Rogersville	Robert Hudson	Ira H. Bedingfield.
Waterloo	C. W. Williams	J. C. Cooper.
Lawrence County		
Courtland	Edgar Jackson	G. M. Gilchrist.
Hillsboro	Miss Celia McGregor.....	D. P. Woodall.
Moulton	T. J. Wear.....	C. C. Kerby.
Mt. Hope	J. W. Lockhart.....	R. C. Jackson.
Town Creek	Preuit Simms	J. M. Houston.
Lee County		
Auburn	Miss May Harvey.....	W. V. Jones.
Loachapoka	W. R. Stephens.....	W. J. Wooten.
Opelika	F. Hall	S. S. Black.
Phoenix City	Miss Alice Coulter.....	T. H. Coulter.
Waverly	G. C. Arant.....	M. H. Brawner.
Limestone County		
Athens	S. J. McCall.....	H. C. Massenberg.
Elkmont	Mrs. W. A. Gray.....	Ashford Todd.
Mooreville	Miss Evelyn Mussetter.....	Henry Zeitler.
Lowndes County		
Ft. Deposit	Mrs. W. G. Forehand.....	W. L. Stevens.

DEPARTMENT OF EDUCATION.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Conti

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Macon County		
Notasulga	B. L. Balch.....	H. L. Todd.
Tuskegee	R. E. Thompson.....	L. C. Johnston.
Madison County		
Gurley	A. S. Hodges.....	E. B. Shoemaker.
Huntsville.....	R. C. Johnston.....	W. P. Monroe.
Madison	T. G. Riddle.....	J. H. Humphrey.
New Hope	James E. Parks.....	M. F. Irwin.
Marengo County		
Dayton	Miss Birdie DePriest.....	E. T. Eppes.
Demopolis	K. G. Hoover.....	W. A. Smith.
Faunsdale	W. A. Cammack.....	R. W. Drake.
Linden	W. T. Cardwell.....	Irving Adams.
Thomaston	Miss Berta Nichols.....	J. T. Carleton.
Marion County		
Bear Creek	T. D. Brooks.....	E. C. Brock.
Guin	C. E. Pearce.....	M. A. Springfield.
Hackleburg	A. C. Freeman.....	W. B. Mixon.
Hamilton	L. G. Cantrell.....	J. R. Burleson.
Winfield	C. R. Welden.....	R. Hill.
Marshall County		
Albertville	C. E. Wilson.....	Rufus Hood.
Boaz	J. C. McAuley.....	J. T. Gaines.
Guntersville	J. B. Vann.....	D. Isbell.
Mobile County		
Citronelle	B. H. Johnston.....	J. S. Lynch.
Mobile	S. S. Murphy.....	S. S. Murphy.
Monroe County		
Beatrice	Miss Mary P. McKenzie.....	W. R. Sawyer.
Jones Mills	Jno. M. Stapleton.....	H. A. Baggett.
Monroeville	E. P. Yeldell.....	J. A. Lazenby.
Nadawah	Miss Inez Robertson.....	W. J. Burroughs.
Vredenburgh	Oscar Boland	J. L. Thomas.
Montgomery County		
Montgomery	C. L. Floyd.....	Robt. Tait.
Morgan County		
Austinville	J. A. McGee.....	R. T. Bracken.
Decatur	J. M. Collier.....	W. B. Shackelford.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continue

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Falkville	A. B. Murphree.....	R. A. Summerfield.
Hartselle	E. T. Cato.....	P. W. Barclift.
New Decatur	R. W. Cowart.....	Fred Bloodworth.
Trinity	J. L. Barnett.....	Chas. Emmens.
Perry County		
Marion	Chas. C. Johnson.....	T. T. Daughdrill.
Uniontown	W. P. Champion.....	J. H. Bradford.
Pickens County		
Aliceville	John L. Harper.....	J. S. Love.
Carrollton	Clarence Wilbourn	A. H. Dabbs.
Gordo	W. T. Snoddy.....	H. B. Durrett.
Pickensville	Mrs. S. F. Proctor.....	W. C. Chapman.
Reform	L. B. Little.....	J. W. Hollingsworth.
Pike County		
Banks	L. M. Grimmer.....	C. E. Sellers.
Brundidge	C. F. Avant.....	F. A. Wood.
Goshen	W. J. Dominey.....	J. L. Wilson.
Troy	John R. McLure.....	Chas. F. White.
Randolph County		
Roanoke	L. L. Vann.....	W. L. Hill.
Wadley	G. O. Lankford.....	J. H. Schuessler.
Wedowee	E. H. Harmon.....	.....
Russell County		
Girard	W. L. Hicks.....	I. A. Weaver.
Hurtsboro	H. E. Hutcheson.....	P. H. Perry.
Seale	W. S. McLeod.....	L. J. Lewis.
Shelby County		
Calera	F. M. Nelson.....	T. B. Parker.
Columbiana	Mrs. T. G. Nelson.....	W. L. Christian.
Montevallo	H. G. Dowling.....	W. H. Lyman.
Vincent	W. H. Esslinger.....	D. W. Waite.
Wilsonville.....	I. L. Hardin.....	W. H. Pope.
St. Clair County		
Ashville	H. T. Moore.....	J. A. Embry.
Eden	G. J. Thompson.....	T. F. Harless.
Pell City	J. L. Aders.....	T. J. Kilgroe.
Ragland	W. M. King.....	M. R. Floyd.
Riverside	Claud C. Harless.....	J. S. Bukacek.

OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued.

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
ille _____	G. W. Floyd_____	L. V. Coupland.
le _____	J. M. Rich_____	_____
	Sumter County	
_____	M. E. Head _____	J. T. Culpepper.
_____	E. B. Calhoun_____	W. R. Lewellen.
ille _____	Mrs. Mary W. Roberts_____	S. T. Jones.
_____	Miss Grey Gibson_____	H. H. Porter.
ton _____	R. K. Hood_____	W. S. Nichols.
_____	E. H. Longshore_____	J. C. Weldon.
	Talladega County	
sburg _____	J. T. Balch_____	H. I. Hodges.
Quarry _____	C. W. Reaves_____	W. D. Lamborne.
n _____	Mrs. Lora L. Robertson_____	J. R. Davis.
_____	Miss Pet Trotter_____	J. W. Hackney.
ga _____	J. B. Murphy_____	J. E. Jordan.
ga _____	D. A. McNeill_____	A. W. Hardin.
	Tallapoosa County	
ler City_____	Jas. M. Pearson_____	A. S. Leonard.
ill _____	C. C. Moseley_____	J. J. Forgason.
le _____	Miss Carrie Lee Smith_____	Wm. C. Roeck.
n _____	Miss Lucile Meadors_____	J. M. Camp.
	Tuscaloosa County	
ort _____	E. M. Meadows_____	M. Freeman.
osa _____	J. H. Foster_____	Glen Foster.
	Walker County	
Hill _____	M. F. Dozier_____	G. A. Kropp.
_____	J. F. McClain_____	W. N. Jones.
_____	Wm. K. Norton_____	C. I. Jones.
_____	J. W. Letson_____	Walter L. Guttery.
_____	W. A. Hilton_____	John Mann.
l _____	I. N. Morris_____	L. F. Lelievère.
7 _____	John H. Myers_____	W. J. Boshell.
	Washington County (No incorporated towns)	
	Wilcox County	
_____	L. G. Coleman_____	J. T. Lawler.
urg _____	A. C. Moore_____	R. J. Goode Sr.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS.—Continued

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
McWilliams	H. G. Huckabee.....	J. D. Shelley.
Pine Apple	B. B. McLeran.....	S. N. Stanford.
Pine Hill	R. L. Griffin.....	J. B. Rogers.
	Winston County	
Maleyville ,.....	L. L. James.....	B. H. Smith.

OFFICERS STATE AND COUNTY SCHOOL IMPROVEMENT ASSOCIATION

MRS. R. L. FAUCETT, President.....Prattville, Ala.

MISS CLARA PITTS, Secretary Treasurer.....Montgomery, Ala.

COUNTY	NAME	ADDRESS
Autauga.....	Mrs. H. S. Doster.....	Prattville.
Baldwin.....	Miss Mary G. Byrne.....	Bay Minette.
Barbour.....	Miss Lessie Jenkins.....	Clayton.
Bibb.....	Miss Bessie Kirchler.....	Coleanor.
Blount.....	Miss Ruby Julian.....	Cleveland.
Bullock.....	Miss Juliet Hixon.....	Perote.
Butler.....	Mrs. J. M. Stabler.....	Chapman.
Calhoun.....	F. H. Watson.....	Anniston.
Chambers.....	Miss Claude Wallace.....	Five Points.
Cherokee.....	Miss Lillie Mathews.....	Leesburg, R. 1.
Chilton.....	J. L. Johnson.....	Maplesville.
Choctaw.....	Mrs. H. J. Bruister.....	Butler.
Clarke.....	Mrs. J. S. Davidson.....	Thomasville.
Clay.....	Miss Mabel Louise Jones.....	Ashland.
Cleburne.....	Mrs. M. A. Turner.....	Heflin.
Coffee.....	Mrs. W. Y. Rainer.....	Elba.
Colbert.....	E. Christian.....	Sheffield, R. 1.
Conecuh.....	Miss Sarah E. Luther.....	Castleberry.
Coosa.....	Mrs. H. H. King.....	Kellyton.
Covington.....	L. E. Brown.....	Andalusia.
Crenshaw.....	Claude L. Rhodes.....	Highland Home.
Cullman.....	Miss Fannie Rosson.....	Cullman.
Dale.....	Mrs. J. M. Carmichael.....	Ozark.
Dallas.....	Mrs. T. M. Martin.....	Plantersville.
DeKalb.....	Miss Frank Dobbs.....	Fort Payne.
Elmore.....	Miss Alberta Barnett.....	Eclectic.
Escambia.....	Mrs. G. W. L. Smith.....	Brewton.
Etowah.....	Mrs. W. E. Striplin.....	Gadsden, 609 Tur- rentine.
Fayette.....	H. W. May.....	Fayette.
Franklin.....	Mrs. B. H. Sargent.....	Russellville.
Geneva.....	J. M. Holly.....	Samson.
Greene.....	Miss Bessie Smith.....	Eutaw.

COUNTY SCHOOL IMPROVEMENT PRESIDENTS—Continued

COUNTY	NAME	ADDRESS
Hale.....	J. H. Akin.....	Akron.
Henry.....	Miss Ella Mae Whaley.....	Shorterville.
Houston.....	R. H. Southerland.....	Webb.
Jackson.....	Mrs. J. L. Armstrong.....	Stevenson.
Jefferson.....	Mrs. E. B. Erwin.....	Boyles.
Lamar.....	Mrs. E. R. Harris.....	Vernon.
Lauderdale.....	Miss Elizabeth A. Rasch.....	Florence.
Lawrence.....	T. J. Wear.....	Moulton.
Lee.....	Mrs. Walter Cullers.....	Opelika.
Limestone.....	Mrs. Kate Hine.....	Athens.
Lowndes.....	Mrs. Joseph Russell.....	Lowndesboro.
Macon.....	Mrs. A. S. Danner.....	Tuskegee.
Madison.....	Mrs. Hassie Farley.....	Madison.
Marengo.....	J. R. Myrick.....	Walker Springs.
Marion.....	Mrs. E. B. Fite.....	Hamilton.
Marshall.....	Miss Camilla Lynn.....	Guntersville.
Mobile.....	Miss Annie E. Krassin.....	Mobile, R. F. D., Toulminville.
Monroe.....	Miss Annie McMurphy.....	Drewry.
Montgomery.....	Mrs. T. M. Francis.....	Montgomery.
Morgan.....	Mrs. R. H. Speake, care J. L. Echols.....	Decatur.
Perry.....	Miss Anna LeVert.....	Sprott.
Pickens.....	Miss Lilla Latham.....	Carrollton.
Pike.....	Miss Clara Sullivan.....	Troy, R. 5.
Randolph.....	Miss Mattie Edwards.....	Wedowee.
Russell.....	Mrs. A. L. Mathis.....	Rutherford.
Shelby.....	Mrs. John S. Pitts.....	Columbiana.
St. Clair.....	Miss Francina Singleton.....	Ragland.
Sumter.....	Miss Minnie Dorough.....	Ward.
Talladega.....	Mrs. M. T. Linder.....	Talladega.
Tallapoosa.....	Mrs. R. E. Hodnette.....	Dadeville.
Tuscaloosa.....	Mrs. H. B. Searcy.....	Tuscaloosa.
Walker.....	Mrs. J. H. Cranford.....	Jasper.
Washington.....	Miss Fannie Johnson.....	Frankville.
Wilcox.....	Mrs. I. W. Jones.....	Camden.
Winston.....	Mrs. H. U. Mashburn.....	Double Springs.

NAMES AND POST OFFICE ADDRESSES OF THE MEMBERS OF THE COUNTY BOARDS OF EDUCATION OF THE VARIOUS COUNTIES OF ALABAMA.

The County Superintendent, whose name appears last under each county, is ex-officio a member of the County Board. The terms of the present County Superintendents expire October 1, 1917. The terms of the other members of the County Boards of Education expire August, 1916.

AUTAUGA COUNTY

NAME	POST OFFICE
J. D. Rice.....	Prattville
J. N. Cook.....	Deatsville
J. C. Herman.....	Jones
G. S. Houston.....	Statesville
L. E. Byrum.....	Jones

BALDWIN COUNTY

NAME	POST OFFICE
Frank F. Earle.....	Blacksher
W. R. White.....	Bay Minette
Chas. Barclay	Lillian
W. D. Randall.....	Montrose
J. S. Lambert.....	Bay Minette

BARBOUR COUNTY

NAME	POST OFFICE
W. L. McGee.....	Bakerhill
Geo. H. Dent.....	Eufaula
B. F. Gary.....	Comer
J. T. Jackson.....	Clio
J. T. Searcy.....	Clayton

BIBB COUNTY

NAME	POST OFFICE
J. T. Ellison.....	Centerville
N. E. Stewart.....	Blocton, R. 4
J. T. Fuller.....	Centerville
W. H. Thomas.....	Ashby, R. 1
A. W. Hayes.....	Centerville

BLOUNT COUNTY

NAME	POST OFFICE
W. L. Armstrong.....	Bangor, R. 8
A. M. Hinds.....	Summit
W. A. Moore.....	Altoona, R. 2
J. T. Brown.....	Cleveland
John Weston.....	Cleveland, R. 1

BULLOCK COUNTY

NAME	POST OFFICE
T. M. Norton.....	Midway
D. A. Hixon.....	Perote
S. J. Rutland.....	Fitzpatrick
Chas. E. Gholston.....	Sardis
G. R. Hall.....	James

BUTLER COUNTY

NAME	POST OFFICE
Wilton Johnson.....	Georgiana, R. 6
N. C. Cook.....	Georgiana
Mrs. E. D. Thames.....	Greenville
Ambrose Murphy.....	Forest Home
C. H. Lewis.....	Greenville

CALHOUN COUNTY

NAME	POST OFFICE
T. S. Gray.....	Ohatchie
J. O. M. Hardwick.....	Piedmont
J. W. Harris.....	Choccolocco, R. 1
N. J. Stephens.....	Wellington, R. 1
H. T. Persons.....	Anniston

CHAMBERS COUNTY.

NAME	POST OFFICE
J. V. Trammell.....	Five Points
Webster McRae	Buffalo
W. P. Allen.....	LaFayette, R. 7
L. Lanier.....	Langdale, R. 1
G. M. Barnett.....	LaFayette

CHEROKEE COUNTY.

NAME	POST OFFICE
W. A. Snead.....	Key
W. M. Hicks.....	Leesburg
W. J. Lasseter.....	Cedar Bluff
J. W. Browder.....	Gaylesville
John H. Blair.....	Center

CHILTON COUNTY.

NAME	POST OFFICE
Wm. J. Billingsley.....	Thorsby
J. C. Vesey.....	Maplesville
L. A. Callaway.....	Cooper
T. J. Dorminy.....	Jemison
W. T. Bean.....	Clanton

CHOCTAW COUNTY.

NAME	POST OFFICE
Forest Allen.....	Mt. Sterling
W. R. Christopher.....	Naheola
T. B. Shoemaker.....	Silas
H. A. Pawe.....	Silas
W. J. Dansby.....	Butler

CLARKE COUNTY

NAME	POST OFFICE
J. F. Gillis.....	Grove Hill
Jno. L. Scruggs.....	Coffeeville
J. W. Matthews.....	Jackson
T. H. Tyson.....	Thomasville
T. L. Head.....	Grove Hill

CLAY COUNTY.

NAME	POST OFFICE
A. C. House.....	Goodwater
C. D. Mitchell.....	Lineville
J. D. Knight.....	Lineville
W. L. Owen.....	Ashland
W. T. Harwell.....	Ashland

CLEBURNE COUNTY

NAME	POST OFFICE
J. W. Grubbs.....	Heflin, R. 3
J. W. Bennett.....	Fruithurst, R. 1
N. J. McMahan.....	Hopewell, R. 1
J. W. Laminack.....	Fruithurst, R. 1
G. B. Boman.....	Heflin

COFFEE COUNTY

NAME	POST OFFICE
G. M. Heath.....	Enterprise, R. 1
A. M. McCullough.....	Elba, R. 1
G. T. Hildreth.....	Clintonville, R. 1
W. J. Brown.....	Victoria, R. 1
C. H. Byrd.....	Enterprise

COLBERT COUNTY

NAME	POST OFFICE
Henry Cobb	Cherokee
P. H. Ligon.....	Tuscumbia, R. 3
F. R. King.....	Leighton
W. H. Chambers.....	Barton
Joe Walker	Tuscumbia

CONECUH COUNTY

NAME	POST OFFICE
E. J. McCreary.....	Evergreen
T. A. Jones.....	Garland, R. 1
Dr. E. L. Kelley.....	Repton
Dr. R. T. Holland.....	Castleberry
R. E. L. Key.....	Evergreen

COOSA COUNTY

NAME	POST OFFICE
W. J. Steele.....	Schley
S. A. Thomas.....	Nixburg
N. C. Fulmer.....	Goodwater, R. 3
W. F. Darden.....	Weogufka
Jeff Sox.....	Rockford, R. 2

COVINGTON COUNTY

NAME	POST OFFICE
H. D. Childre.....	Elba, R. 7
G. M. Terrell.....	Opp, R. 2
W. R. Bennett.....	Red Level, R. 1
J. B. Jones.....	Andalusia, R. 1
H. J. Brogden.....	Andalusia

CRENSHAW COUNTY

NAME	POST OFFICE
J. W. Turner.....	Luverne
J. N. Fail.....	Ft. Deposit, R. 1
W. P. McSwean.....	Brantley
C. C. Bright.....	Bradleyton
T. A. Capps.....	Luverne

CULLMAN COUNTY

NAME	POST OFFICE
Geo. Ashwander	Hanceville
E. T. Knight.....	Cullman, R. 1
John M. Goodwin.....	Cullman, R. 4
W. H. Waldrop.....	Baileytown
D. V. Smith.....	Cullman

DALE COUNTY

NAME	POST OFFICE
D. S. Cain.....	Ozark
J. F. Lewis.....	Ozark, R. 5
O. D. Gissendanner.....	Pinckard
J. C. Barnes.....	Ariton
R. L. Marchman.....	Pinckard

DALLAS COUNTY

NAME	POST OFFICE
J. B. Ellis.....	Selma
J. E. Terry.....	Plantersville
J. Lyt Edwards.....	Polk
Jno. G. Chisholm.....	Selma
D. M. Callaway.....	Selma

DEKALB COUNTY

NAME	POST OFFICE
Ira J. Crump.....	Albertville, R. 1
C. G. Ward.....	Chavies, R. 1
B. N. Price.....	Valley Head
B. W. Moore.....	Valley Head, R. 1
J. Valdor Curtis.....	Ft. Payne

ELMORE COUNTY

NAME	POST OFFICE
S. L. Hornsby.....	Tallassee
W. C. Powell.....	Wetumpka
B. B. Martin	Seman
J. S. Goree.....	Deatsville
G. H. Howard.....	Wetumpka

ESCAMBIA COUNTY

NAME	POST OFFICE
J. H. Henley.....	Bradley
J. E. Finlay.....	Brewton
W. T. Mayo.....	Pollard
J. E. McCoy.....	Atmore
W. S. Neal.....	Brewton

ETOWAH COUNTY

NAME	POST OFFICE
W. C. Stephens	Keener, R. 1
J. B. Mathis.....	Boaz, R. 7
O. P. Willis.....	Ohatchie, R. 2
T. C. Banks	Attalla
O. P. Willis.....	Ohatchie, R. 2
S. C. McDaniel.....	Gadsden

FAYETTE COUNTY

NAME	POST OFFICE
G. A. Studdard.....	Corona, R. 1
W. D. Newman.....	Covin, R. 2
L. S. Bobo.....	Winfield
W. T. Kizzire.....	Fayette, R. 4
Alex Smith	Fayette

FRANKLIN COUNTY

NAME	POST OFFICE
W. M. Hollimon.....	Spruce Pine
J. J. Dillard.....	Russellville, R. 3
H. L. Wimberly.....	Russellville, R. 6
W. C. Hurst.....	Russellville
T. H. Roberson.....	Russellville

GENEVA COUNTY

NAME	POST OFFICE
J. W. Griffin.....	Slocomb
Jno. D. Wilson.....	Chancellor
R. L. Kelley.....	Hartford
A. E. White.....	Samson
J. W. Steely.....	Hartford

GREENE COUNTY

NAME	POST OFFICE
D. G. Mays.....	Boligee
C. I. Eatman.....	Mantua
Dr. Oscar Duncan.....	Mt. Hebron
J. D. Steele, Jr.....	Eutaw
W. P. Archibald.....	Knoxville

HALE COUNTY

NAME	POST OFFICE
W. M. Spencer.....	Gallion
L. L. Williams.....	Greensboro
J. C. Tidmore.....	Moundville
C. M. Elliott.....	Stewart
G. N. Williams.....	Greensboro

HENRY COUNTY

NAME	POST OFFICE
J. F. Hasty.....	Columbia, R. 3
M. L. Barnes.....	Haleburg, R. 1
J. T. McClendon.....	Abbeville, R. 4
W. M. Lingo.....	Clopton, R. 1
E. C. Glover.....	Abbeville

HOUSTON COUNTY

NAME	POST OFFICE
W. L. Lee.....	Columbia
J. C. Lee.....	Taylor
J. W. Riley.....	Cottonwood
R. B. Forrester.....	Cowarts
Jno. M. Odom.....	Dothan

JACKSON COUNTY

NAME	POST OFFICE
J. P. Williams.....	Trenton
A. H. Moody.....	Kyles
T. E. Morgan.....	Langston
T. T. Foster.....	Stevenson
C. S. Brewton.....	Scottsboro

JEFFERSON COUNTY

NAME	POST OFFICE
H. M. Byars.....	Johns
J. W. Minor.....	Ensley
T. S. Rogers.....	Morris
C. R. West.....	Maben
P. M. McNeil.....	Birmingham

LAMAR COUNTY

NAME	POST OFFICE
J. E. Armstrong.....	Sulligent
I. J. Smith.....	Blowhorn
S. V. Waldrop.....	Kennedy, R. 1
Jno. F. Hays.....	Melborne
E. R. Harris.....	Vernon

LAUDERDALE COUNTY

NAME	POST OFFICE
J. W. Spain.....	Waterloo
G. F. Potts.....	Waterloo
Elmer L. Koonce.....	Cloverdale
H. C. Warren.....	Rogersville
D. O. Warren.....	Florence

LAWRENCE COUNTY

NAME	POST OFFICE
M. J. Taylor.....	Town Creek, R. 1
T. F. Almon.....	Moulton
J. D. L. Byers.....	Moulton
J. D. French.....	Pitt
W. S. Dill.....	Moulton

LEE COUNTY

NAME	POST OFFICE
J. R. Evans.....	Opelika, R. 4
C. S. Yarbrough.....	Blanton, R.F.D.
T. A. Whatley.....	Opelika, R. 2
W. C. Hays.....	Smith's Station
J. A. Albright.....	Opelika

LIMESTONE COUNTY

NAME	POST OFFICE
John H. Maples.....	Elkmont
R. J. Hamilton.....	Ripley
J. W. Jackson.....	Bethel, Tenn., R.2
N. R. Nichols.....	Athens
M. K. Clements.....	Athens

LOWNDES COUNTY

NAME	POST OFFICE
Dr. W. B. Crum.....	Ft. Deposit
Dr. J. H. Kimbrough.....	Lowndesboro
R. H. Favor.....	Drane
E. D. Rolen.....	Benton
H. R. Williamson.....	Hayneville

MACON COUNTY

NAME	POST OFFICE
T. Y. Connor.....	Tuskegee
W. A. Stevenson.....	Notasulga
Y. S. Edwards.....	Society Hill
P. M. Lightfoot.....	Shorter
W. B. Riley.....	Tuskegee

MADISON COUNTY

NAME	POST OFFICE
Gordon Bennett	Gurley
C. E. Phelps.....	Huntsville, R. 1
A. H. Lewis.....	Madison
F. C. Love.....	New Market
S. R. Butler.....	Huntsville

MARENGO COUNTY

NAME	POST OFFICE
W. W. Barr.....	Nanafalia
E. M. Moseley.....	Thomaston
J. B. Hearin.....	Demopolis
C. Hawkins	Vineland
B. F. Gilder.....	Linden

MARION COUNTY

NAME	POST OFFICE
J. A. Ford.....	Hackleburg, R. 1
T. A. Roberts.....	Winfield
H. H. Sizemore.....	Guin
Anderson Wiginton.....	Hackleburg
H. W. McKenzie.....	Hamilton

MARSHALL COUNTY

NAME	POST OFFICE
J. R. Smith.....	Boaz, R. 6
Jas. O. Johnston.....	Union Grove
B. F. Sims.....	Albertville, R. 6
D. L. Kennamer.....	Grant
R. Lee Barnes.....	Albertville

MOBILE COUNTY

NAME	POST OFFICE
John T. Cochran	Mobile
Harry T. Hartwell	Mobile
Dr. Lee Roe	Mobile
A. G. Quina	Mobile
G. T. Jordan	Citronelle
G. R. Bancroft	Mobile
Dr. D. T. McCall	Mobile
Michael J. Vickers	Mobile
R. P. Roach	Mobile
S. S. Murphy	Mobile

MONROE COUNTY

NAME	POST OFFICE
C. W. Jackson	Monroeville
A. T. Ellis	Jeddo
J. D. Forte	Chestnut
J. B. Harper	Beatrice
J. A. Barnes	Jones Mills

MONTGOMERY COUNTY

NAME	POST OFFICE
Dr. F. C. Stevenson	Montgomery
J. T. Morrison	Sellers
Dr. T. E. Rushing	Pike Road
G. H. Shackelford	Hope Hull
G. W. Covington	Montgomery

MORGAN COUNTY

NAME	POST OFFICE
P. Patillo	Hartselle
J. S. Davis	Trinity
G. W. Peck	Somerville, R. 3
R. L. Garner	Hartselle, R. 1
J. C. Tidwell	New Decatur

PERRY COUNTY

NAME	POST OFFICE
A. F. Armstrong	Marion
A. M. Spessard	Uniontown
E. Swann	Marion
J. G. Wallace	Sprott
Chas. C. Johnson	Marion

PICKENS COUNTY

NAME	POST OFFICE
W. H. Storey	Carrollton
J. B. Hodo	Reform
J. I. Keasler	Reform
C. B. White	Aliceville
J. W. Dowdle	Carrollton

PIKE COUNTY

NAME	POST OFFICE
C. C. King	Troy
J. I. Chancey	Troy, R. 3
J. R. Cochran	Shellhorn
W. H. Wilks	Perote, R. 2
J. M. Sanders	Troy

RANDOLPH COUNTY

NAME	POST OFFICE
Thos. J. Lovvorne	Newell
E. R. Coswell	Roanoke, R. 2
A. K. Brooks	Delta, R. 3
Jno. L. Gregg	Wadley
J. N. Word	Wedowee

RUSSELL COUNTY

NAME	POST OFFICE
T. S. Davis	Hurtsboro
W. G. Dudley	Opelika, R. 8
B. G. Jennings	Seale
O. M. Wiggins	Girard, R. 1
F. M. deGraffenried	Seale

SHELBY COUNTY

NAME	POST OFFICE
S. S. Crumpton	Columbiana, R. 1
J. B. Griffin	Maylene
J. M. Frost	Montevallo, R. 1
J. T. J. Wilder	Vincent
S. P. Williamson	Sterrett, R. 1

ST. CLAIR COUNTY

NAME	POST OFFICE
Dr. J. O. Gray	Eden
Geo. L. Byers	Springville
Alex. Gardner	Ragland
M. A. Coker	Ashville
Perkins McLendon	Ashville

SUMTER COUNTY

NAME	POST OFFICE
Jno. H. Norville	Livingston
C. A. Elliott	Emelle
A. J. McElroy	Cuba
J. R. Larkin	Coatopa
R. B. Callaway	Livingston

TALLADEGA COUNTY

NAME	POST OFFICE
J. H. Lawson	Talladega
W. D. Davis	Lincoln
C. A. Killough	Alpine
F. Moss	Childersburg
M. T. Linder	Talladega

TALLAPOOSA COUNTY

NAME	POST OFFICE
J. J. Graves	Alexander City
J. A. Sanders	Camp Hill
Jos. C. McIntosh	Dadeville, R. 2
J. A. Ashurst	East Tallassee
Geo. L. Bell	Dadeville

TUSCALOOSA COUNTY

NAME	POST OFFICE
P. B. Traweek	Northport
J. R. Bell	Coker
T. E. Norris	Tuscaloosa, R. 1
R. A. Clarke	Cottondale
Perry B. Hughes	Tuscaloosa

WALKER COUNTY

NAME	POST OFFICE
G. T. Smith	Prospect
Lynn Palmer	Dora
Will Hendrix	America
J. F. Hawkins	Carbon Hill
A. S. Scott	Jasper

WASHINGTON COUNTY

NAME	POST OFFICE
R. D. Hooks	Toinette
J. D. Blount	Koenton
A. E. Rogers	Bigbee
G. W. Coaker	Fruitdale
W. S. Pearce	Koenton

WILCOX COUNTY

NAME	POST OFFICE
Lee McMillan	Gastonburg
R. M. Hope	Sunny South
R. L. Spurlin	Camden
Simon Patterson	Pine Apple
W. M. Cook	Camden

WINSTON COUNTY

NAME	POST OFFICE
W. R. Bonds	Double Springs
N. S. Reeve	Double Springs
J. R. Daves	Addison
M. L. Aaron	Arley
J. M. Burns	Double Spgs., R. 1

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1916

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		Number Who Have Passed the Seventh Grade.		
	White	Colored	Male	Total	Female	Male	Female	White	Color'd	Total
Autauga	2,785	3,983	6,768	1,464	1,331	1,989	1,994	388	31	419
Baldwin	5,455	1,868	7,323	2,848	2,607	945	928	650	12	662
Barbour	4,232	8,453	12,685	2,233	1,999	4,096	4,357	851	175	1,026
Bibb	5,650	2,789	8,439	2,935	2,715	1,427	1,362	525	5	530
Blount	8,297	397	8,694	4,367	3,930	215	182	336		336
Bullock	1,550	11,016	12,566	758	792	5,667	5,449	513	146	659
Butler	5,011	7,468	12,479	2,541	2,470	3,760	3,709			375
Calhoun	10,720	4,861	15,581	5,400	5,320	2,373	2,468	1,081	131	1,212
Chambers	6,336	7,905	14,241	3,241	3,095	3,940	3,965	998	69	1,065
Cherokee	6,223	804	7,027	3,262	2,981	421	383		2	381
Chilton	6,676	1,565	8,241	3,444	3,232	829	786	840	9	849
Choctaw	2,898	4,672	7,570	1,457	1,441	2,379	2,293		58	447
Clarke	4,506	6,604	11,010	2,387	2,119	3,255	3,249	770	74	844
Clay	6,724	901	7,625	3,450	3,274	441	480	679	1	680
Cleburne	4,640	239	4,879	2,327	2,313	128	111	389	2	341
Coffee	7,837	2,312	10,149	4,056	3,781	1,155	1,157	1,026	18	1,044
Colbert	5,655	3,849	9,504	2,361	2,794	1,949	1,900	705	153	858
Conecuh	4,020	4,087	8,107	2,086	1,924	2,013	2,074	589	31	620
Coosa	3,334	2,901	6,235	1,743	1,641	1,458	1,443	414	4	418
Covington	9,964	3,255	13,219	5,178	4,786	1,639	1,615	1,294	31	1,325
Crenshaw	5,415	2,901	8,316	2,748	2,667	1,443	1,458	717	33	750
Cullman	10,877	147	11,024	5,636	5,241	94	53	807	2	809
Dale	5,945	2,167	8,112	2,994	2,951	1,092	1,075	710	9	719
Dallas	2,848	15,467	18,315	1,426	1,422	8,023	8,444	973	641	1,614
DeKalb	10,849	293	11,142	5,613	5,236	128	165	690	5	695
Elmore	5,863	4,707	10,570	3,004	2,859	2,295	2,412	894	34	928
Escambia	5,636	2,028	7,714	2,933	2,753	1,022	1,008	333		333
Etowah	11,708	2,184	13,872	5,311	5,313	1,074	1,090	1,558	58	1,716
Fayette	5,155	817	5,972	3,172	2,983	431	386	638	9	647
Franklin	5,417	396	5,813	3,305	3,112	176	220	637	5	642
Geneva	3,363	1,685	5,048	4,225	4,188		819		21	921
Greene	822	5,648	6,470	414	411	2,778	2,870	145	84	229
Hale	1,374	8,394	9,768	963	906	4,460	4,434	344	276	720
Henry	3,733	3,910	7,643	1,900	1,833	1,913	1,997	499	3	502
Houston	3,331	3,331	6,662	4,276	4,106	1,668	1,713	1,026	34	1,060
Jackson	10,522	1,025	11,547	5,441	5,081	512	513	868	4	872
Jefferson	43,373	75,467	118,840	22,200	21,173	15,439	16,655	3,193	3,035	11,229
Lamar	5,707	1,308	7,015	2,935	2,772	673	635	519	3	522
Lauderdale	9,535	2,589	12,124	4,324	4,711	1,231	1,308	969	99	1,068
Lawrence	5,329	2,187	7,516	3,052	2,777	1,079	1,088	513	57	570
Lee	4,066	7,700	11,766	1,975	2,091	3,753	3,947	1,063	353	1,416
Limestone	6,533	3,491	10,024	3,420	3,163	1,739	1,752	300	56	356
Lowndes	1,057	9,613	10,670	534	533	4,858	4,755	356	164	520
Macon	1,202	7,915	9,117	634	568	3,856	4,059	341	160	501
Madison	9,712	5,928	15,640	5,034	4,628	2,969	2,959	996	161	1,157
Marango	2,968	9,728	12,696	1,480	1,438	4,836	4,842	624	75	699

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1916—Continued

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		Number Who Have Passed the Seventh Grade.		
	White	Colored	Male	Total	Female	Male	Female	White	Color'd	Total
Marion	7,410	180	7,590	8,774	8,686	96	84	664	.....	664
Marshall	10,911	484	11,845	5,557	5,354	216	218	1,012	1	1,018
Mobile	14,230	10,885	24,615	7,257	6,978	4,884	5,501	8,742	1,855	5,097
Monroe	4,101	5,584	9,685	2,108	1,998	2,765	2,819	566	88	599
Montgomery	7,469	21,947	29,416	8,700	8,769	10,696	11,251	2,268	771	8,089
Morgan	9,864	2,706	12,070	4,886	4,478	1,810	1,896	1,089	158	1,247
Perry	2,898	8,991	11,889	1,188	1,210	4,506	4,485	595	159	754
Pickens	4,785	5,520	10,255	2,382	2,358	2,795	2,725	828	112	940
Pike	5,410	5,798	11,208	2,808	2,607	2,857	2,936	795	67	862
Randolph	7,076	2,281	9,807	8,686	8,440	1,126	1,105	882	88	915
Russell	1,588	8,676	10,264	815	778	4,850	4,826	854	28	877
Shelby	6,840	2,269	9,109	8,578	8,267	1,158	1,116	888	87	875
St. Clair.....	6,942	1,557	8,499	8,495	8,447	768	789	588	.....	588
Sumter	1,921	10,048	11,964	968	958	5,088	5,010	586	26	562
Talladega	7,098	6,591	18,684	8,605	8,488	8,271	8,820	962	59	1,021
Tallapoosa	7,409	4,292	11,701	8,858	8,556	2,175	2,117	1,310	181	1,441
Tuscaloosa	10,025	6,402	16,427	5,209	4,816	8,142	8,260	885	99	984
Walker	11,497	1,884	18,881	6,008	5,494	981	908	1,027	81	1,108
Washington	2,782	2,001	4,788	1,461	1,821	1,011	990	298	2	295
Wilcox	1,868	9,872	11,740	997	871	4,892	4,980	565	262	827
Winston	4,928	6	4,984	2,564	2,864	1	5	808	.....	808
Total.....	444,060	886,806	780,866	227,944	216,116	166,465	169,841	59,744	9,858	69,597

GENERAL STATISTICAL SUMMARY OF SCHOOLS OF ALL CLASSES, 1915-16

NAME OF SCHOOL	ENROLLMENT		TEACHERS EMPLOYED		Value of Buildings, Sites and Equip- ment	Total Amount Expended
	White	Colored	White	Colored		
Public Schools	344,481	158,621	8,142	2,615	\$ 9,202,382	\$ 4,595,440
County High Schools	6,112		202		854,952	222,417
District Agricultural Schools	1,427		47		206,158	65,678
Normal Schools	2,173	2,839	73	248	2,138,357	728,494
University of Alabama	1,589		114		1,410,000	175,696
Alabama Polytechnic Institute	2,204		68		753,000	161,523
Alabama Girls Technical Institute	942		66		515,500	61,825
Alabama School for Deaf and Blind	286	54	33		415,000	74,875
Alabama Boys Industrial School	503		6		169,498	54,808
Northeast Alabama Agricultural & Ind. Inst.	375		9		25,725	9,354
Private and Denominational Schools	9,175	9,223	537	379	4,757,564	920,703
Ala. Reform School for Juvenile Negro Law Breakers		249		2	20,800	19,785
Grand total	369,270	170,986	9,297	3,244	\$20,472,936	\$ 7,090,598

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS, 1915-16.**

	White	Colored	Total
1. Enrollment:			
a. In elementary and grammar grades	324,460	157,193	481,653
b. In high school grades (excluding county high schools) ..	20,021	1,428	21,449
Total enrollment	344,481	158,621	503,102
2. Average attendance:			
a. In elementary and grammar grades	199,632	99,705	299,337
b. In high school grades (excluding county high schools)	14,662	1,138	15,800
General average attendance ..	214,294	100,843	315,137
3. School terms or sessions, average length in days during year ...	129	105	121
4. a. Number of schools taught.....	4,758	2,087	6,845
b. Number of graded schools.....	4,534	1,688	6,222
5. No. of teachers employed:*			
a. Male	2,403	670	3,073
b. Female	5,739	1,945	7,684
Total	8,142	2,615	10,757
6. Grades of certificates held by teachers:*			
a. Life	1,093	122	1,215
b. First	1,609	24	1,633
c. Second	3,059	573	3,632
d. Third	2,282	1,892	4,174
Total	8,043	2,611	10,654
7. a. No. of public school libraries.....	2,001	81	2,082
b. Number of volumes in libraries ..	213,580	9,039	222,619
c. Combined value of libraries.....	\$126,858	\$4,572	\$131,430
d. Number of teachers studying books selected by the Ala. Teachers' Reading Circle.....	4,170	706	4,876
8. a. Number of schoolhouses deeded to the state.....	2,003	126	2,129

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS 1915-16—Continued.**

	White	Colored	Total
b. Number of schoolhouses deeded to the county.....	128	29	157
c. Number of schoolhouses deeded to the district.....	1,673	665	2,338
d. Number of schoolhouses deeded to private owners (churches, lodges, societies, etc.)	833	1,220	2,053
Number of schoolhouses owned by cities.....	121	47	168
e. Total number of schoolhouses*	4,758	2,087	6,845
f. Value of schoolhouses and sites	\$7,434,626	\$782,024	\$8,216,650
g. Estimated value of seats, desks, and all other equipment	\$759,933	\$94,369	\$854,302
h. Number of schoolhouses entirely or partially supplied with patent desks.....	2,730	316	3,046
9. Average yearly salary of teachers in rural districts:*			
a. Male	\$431	\$178	\$375
b. Female	\$366	\$155	\$313
10. Total salaries paid teachers.....	\$3,138,144	\$420,155	\$3,558,299
11. Amount expended during the year by the School Improvement Association	\$100,778	\$8,337	\$109,115
12. Total number of visits by the county superintendent to the rural schools of the county	7,618	1,980	9,598

*The apparent discrepancy between the "number of teachers holding certificates" and the "number of teachers employed" is accounted for by the fact that some few teachers are not required to hold certificates when teaching only certain subjects upon which examinations are not held: viz., German, French, Manual Training, etc., and that the law exempts Mobile county teachers from holding State certificates.

FINANCIAL STATEMENT*

RECEIPTS:

13. Balance from previous year.....	\$ 50,847
14. From Public Funds (includes General Fund, Poll Tax, and County Fund).....	*3,013,679
15. From general property taxes, loans, bond sales and unpaid warrants (not special county tax).....	167,182
16. From town appropriation.....	452,565
17. From sales of property and proceeds of insurance adjustments	23,962
18. From matriculation and incidental fees.....	274,471
19. From supplement by patrons.....	232,124
20. From state and local sources for alteration and erection of schoolhouses.....	219,069
21. From all other sources.....	161,541
Total.....	<u>\$4,595,440</u>

DISBURSEMENTS:

22. Salary of County Superintendents.....	\$ 100,300
Salary of City Superintendents.....	60,488
23. Salaries of Assistant Superintendents.....	32,684
Salaries of Supervising Principals.....	63,039
	<u>\$ 256,511</u>
24. Salaries of principals.....	814,735
25. Salaries of teachers.....	2,617,337
Total salaries of teachers, including supervisors...	<u>\$3,688,583</u>
26. Other expenses of supervision (includes board meetings, stenographers and office supplies).....	18,256
27. Wages of janitors and their helpers.....	66,729
28. Fuel, water, light, power, janitors' supplies and other expenses of operation.....	80,737
29. Repairs and replacement of equipment, insurance and other upkeep charges.....	77,940
30. New buildings and grounds, alterations of old buildings (not repairs)	317,038
31. New equipment (not replacements).....	69,563
32. Teaching supplies (crayons, erasers, tablets, textbooks furnished, etc.).....	27,597
33. Other expenses	141,513
34. Balance on hand.....	107,484
Total.....	<u>\$4,595,440</u>

*For a detailed statement see "Amounts available from balance on hand, General Fund, Bonus, Poll Tax, County Tax."

**ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.**

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Latauga County Rural Districts	1474	85	1649		888	56	899		117	73	39	3
Prattville, City of	450		250	10	400		185	6	180	140	1	
Totals for County	1924	85	1899	10	1288	56	1184	6	136	85	40	3
Laudwin County	2698	168	992		2270	125	543		131	102	86	2
Leahurst County Rural Districts	2984	180	3494		1902	140	2574		142	83	63	4
Leola, City of	358	102	177	30	298	89	90	23	180	180	2	
Totals for County	3337	282	3671	30	2198	229	2664	23	148	87	65	4
Libb County	4250	176	1428	24	2674	137	871	16	122	115	61	1
Mount County	6282	68	220		3709	45	110		107	80	89	
Lullock County Rural Districts	796	148	4989		657	119	3359		151	80	34	4
Union Springs, City of	232	68	221	14	199	60	131	12	180	180	1	
Totals for County	1028	216	5160	14	756	179	3490	12	160	84	35	4
Butler County Rural Districts	3268	238	3297	24	2072	186	2167	17	110	80	78	4
Greenville, City of	287	74	185		212	66	100		180	180	1	
Totals for County	3505	312	3482	24	2284	252	2267	17	118	84	79	4
Calhoun County Rural Districts	5012	86	1069		2551	53	663		130	86	63	1
Union, City of	1250	143	496	2	1000	124	347	2	180	180	5	
Jacksonville, City of	173		85		124		43		180	160	1	
Medmont, City of	399	61	75		285	52	43		180	100	2	
Totals for Cities	1822	204	656	2	1409	176	433	2	180	170	8	
Totals for County	6834	290	1725	2	3990	229	1096	2	140	119	71	2
Chambers County Rural Districts	3820	395	2577	12	2777	263	1764	8	156	85	55	
Sanett, City of	960	80	300		630	70	250		180	160	2	
Totals for County	4780	475	2877	12	3407	333	2014	8	160	94	57	3
Cherokee County	4270	34	339		3311	29	265		105	66	70	1
Chilton County	5119	254	1011		3075	154	677		116	96	72	1
Choctaw County	2280	136	3085	7	1619	111	2026	6	123	58	58	3
Clarke County	3308	200	3218	2	690	46	647	1	122	72	86	4
Clay County	5697	273	438		2966	174	290		133	100	72	
Clayburn County	3581		162		1976		96		107	82	63	
Coffee County Rural Districts	5776	355	1241	40	3214	270	786	26	118	98	74	2
Enterprise, City of	346		148		233		114		180	140	1	
Totals for County	6121	355	1389	40	3447	270	850	26	122	103	75	2
Colbert County Rural Districts	2840	72	1571	26	1485	20	877	16	117	83	49	2
Sheffield, City of	471	81	152		359	59	94		180	180	2	
Cusumma, City of	205	60	175	48	182	55	138	43	180	180	1	
Totals for Cities	676	141	327	48	540	114	230	43	180	180	3	
Totals for County	3516	213	1898	74	2025	184	1107	59	136	105	52	2
Conecuh County	3032	145	2836	15	1926	109	1667	3	109	92	71	3
Cook County	2898	185	1314	29	1725	86	755	17	119	91	50	2
Covington County Rural Districts	6223	297	1013		3332	315	770		114	90	94	1
Andalusia, City of	375	96	80		291	77	85		180	90	1	
Totals, City of	286		114		189		60		180	140	1	

DEPARTMENT OF EDUCATION.

ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCH
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates									Number of Libraries		Number of Volumes		Value Libra
		White		Colored		White			Colored			Colored							
White.	(Colored)	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	White	Colored	White	Colored	White	
39	11	9	48	9	22	5	10	25	17	1	1	2	27	21		1489		632	
1	3		9	1	4	1	2	6				1	4	1		240		200	
40	14	9	57	10	26	6	12	31	17	1	1	3	31	22		1729		882	
86	20	20	97	6	15	11	17	53	36				2	18	42	2	4254	248	2027
61	39	28	51	16	28	10	12	35	23		1	3	40	28	3	1634	96	935	
2	1	2	9	1	8	7	4			1			4	1		125		300	
63	40	30	60	17	31	17	16	35	22	1	1	3	44	29	3	1769	96	1235	
60	14	31	64	8	14	18	23	37	17	7		7	8	48	6	3102	494	2734	
89	3	59	63		6	10	21	43	48				6	14	1	647	45	528	
34	48	14	34	16	35	11	16	12	9				8	43	23	2120		1015	
1	1	2	11	1	2	2	9			1			2	1	1	920	200	475	
36	49	16	45	17	37	13	25	12	9	1		10	43	24	1	3040	200	1490	
75	6	30	72	19	35	11	18	53	20	1		7	46	22		1624		940	
1	1	2	8	1	2	4	6					2	1	1		800		400	
76	9	32	80	20	37	15	24	53	20	1		9	47	23		2424		1340	
63	19	31	59	3	19	12	20	32	26		1	6	15	28	1	1874	9	1080	
5	2	6	27	2	5	11	16	4	1	1		3	3	3	1	600	100	600	
1	1		4	1	1	1	3					1	1	7	1	200	12	70	
2	1	2	8	1	1	1	5	2	2				1	1		300		250	
8	4	7	39	3	7	13	24	6	3	1		4	5	11	2	1100	112	920	
71	23	38	98	6	26	25	44	38	29	1	1	10	20	39	3	2974	121	2000	
55	35	28	86	12	32	2	20	62	11	1		12	31	63	1	3730	66	3795	
2	1	2	16	1	2	7	11					1	2	1		2000		3000	
57	36	30	102	13	34	9	40	62	11	1		13	33	64	1	10730	66	6795	
70	11	25	58	2	9	5	9	20	49			1	10	23		1656		694	
72	14	54	47	10	12	9	10	37	45	1		4	17	45	1	3400	69	1560	
44	13	25	52	20	20	7	13	35	22			6	34	14		1111		515	
80	31	24	81	21	34	8	16	54	27	1		3	51	35	3	2891	92	1868	
72	2	49	60	3	6	11	21	41	36				9	34		3096		1627	
63	4	30	39	1	3	1	5	31	32			1	3	24		1508		640	
65	17	42	73	11	12	9	19	39	43		1	5	17	10		1623		1015	
1	1	1	6	1	1	3	1	2	1	1			1	1		80		40	
66	18	43	79	12	13	12	20	41	49	1	1	5	18	11		1708		1055	
33	15	20	37	4	13	8	12	28	14			6	16	21	2	1620	225	1640	
2	1	1	11	1	2	2	6	4				2	1	2		600		250	
1	1	1	7	1	5	2	4	1	1		2	2	2	1	1	240	250	250	
3	2	2	18	2	7	4	10	5	1		2	4	3	3	1	840	750	500	
36	17	22	53	6	25	7	22	33	15		2	10	19	24	3	2460	475	2140	
71	36	14	80	18	27	7	10	37	40	3		3	39	16		1599		808	
60	23	31	44	8	19	7	23	35	10	1		6	20	27	1	2251	217	915	
87	10	58	68	6	11	4	15	51	66		1	2	13	30		2340		1084	
1	1	2	12	1		7	5	1	1			1		1		537		500	
1	1	2	5	1	1	4	3					1	1	1		225		7	

ANNUAL REPORT, 1916.

ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Totals for Cities	661	96	174		480	77	95		180	122	2	
Totals for County	6884	898	1187		4812	892	865		122	98	96	1
Crenshaw County	4446	229	1271	6	2547	184	769	5	104	87	79	2
Cullman County Rural Districts	8380	81	78		4503	57	46		105	100	114	
Cullman, City of	458				360				180		1	
Totals for County	8838	81	78		4863	57	46		110	100	115	
Dale County Rural Districts	4570	277	997	21	2853	196	593	9	126	60	69	1
Doark, City of	238	84	95		162	76	80		180	80	1	
Totals for County	4798	361	1092	21	3015	272	673	9	130	62	69	1
Dallas County Rural Districts	906	111	5731		625	76	4091		165	97	42	5
Selma, City of	1004	220	655	20	863	215	445	89	180	180	4	
Totals for County	1910	331	6386	20	1488	291	4536	89	170	107	46	5
DeKalb County	8716	218	123		4280	158	67		133	65	101	
Elmore County	4349	856	1842	27	2665	268	1296	17	141	86	65	2
Escambia County Rural Distr'ts	5875	86	854		2520	66	492		113	106	81	1
Brewton, City of	226	71	90	2	192	68	50	2	180	140	1	
Totals for County	6101	157	924	2	2712	124	542	2	119	109	82	1
Etowah County Rural Districts	5193	75	400		2855	46	212		110	80	82	
Alabama City, City of	1170				620				180		2	
Attalla, City of	344		135		237		60		180	180	1	
Jacksden, City of	1483	201	525		1043	145	400		180	180	5	
Totals for Cities	2997	201	660		1900	145	460		180	180	8	
Totals for County	8192	276	1060		4766	198	672		139	148	90	
Fayette County	4667	24	466		2754	19	352		92	90	81	1
Franklin County Rural Districts	4619	117	183		2970	75	113		83	67	79	
Russellville, City of	220		125		165		58		160	80	1	
Totals for County	4839	117	308		3135	75	171		87	65	80	
Geneva County	4423	86	354		3172	54	188		101	57	66	
Greene County	679	64	3636	15	594	57	2651	13	135	82	28	6
Hale County Rural Districts	1198	81	2900	30	849	71	2375	19	104	90	54	6
Greensboro, City of	115	19	233		95	17	99		180	140	1	
Totals for County	1313	100	3133	30	944	88	2434	19	111	93	55	6
Henry County	2814	108	1906		1761	65	1201		117	77	39	2
Houston County Rural Districts	6114	191	1062		3114	125	632		123	71	68	1
Dothan, City of	987	287	193		621	192	91		180	165	3	
Totals for County	7101	428	1250		3735	317	723		133	83	71	1
Jackson County Rural Districts	7192	213	770		4360	161	474		92	63	113	1
Bridgeport, City of	361		53		222		84		170	90	1	
Totals for County	7553	213	823		4582	161	508		96	65	114	1
Jefferson County Rural Districts	14387	757	6547		8954	510	4261		142	143	143	7
Bessemer, City of	1404	367	1243		1285	318	1147		180	180	4	
Birmingham, City of	15461	2506	7914	580	12087	1960	4999	433	180	180	35	2
Totals for Cities	16865	2873	9257	580	13272	2278	6146	433	180	180	39	2
Totals for County	31252	3630	15804	580	22356	2788	10407	433	170	165	172	9

ILLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

of schools	No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Libraries		
	White		Colored		White				Colored				White	Colored	White	Colored			
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third							
Colored																			
2	4	17	2	1	11	8	1	1					2		762		575		
12	62	85	7	12	15	23	52	57		1			4	14	3102		1659		
23	46	84	5	21	12	21	49	48	2				9	15	770		475		
1	65	90		2	5	11	59	80					1	1	514		235		
1	1	8			2	3	4							1	240		100		
1	66	98		2	7	14	63	80					1	1	754		335		
16	40	51	4	12	15	13	40	23					1	15	2980	50	1550	20	
1	2	6	1	1	2	2	4						1	1	250		1000		
17	42	57	5	13	17	15	44	23					2	16	3230	50	2650	20	
91	6	52	18	73	15	13	22	8					6	35	3527	40	1539	20	
1	4	29	1	10	15	14	3		1				7	2	2200	300	2200	150	
92	10	81	19	83	30	27	25	8	1				13	37	5727	340	3739	170	
3	72	80	1	2	12	24	72	44					1	2	1083	505	350	100	
36	29	89	12	25	17	48	37	16	1	2	5	29	41		5506		2195		
15	16	95	8	11	6	15	42	48					4	15	927		403		
1	2	9	1	1	3	1	5	2					4	2	250		300		
16	18	104	9	12	9	16	47	50					4	17	1177		703		
6	25	79	3	3	8	14	37	45					2	4	1987		813		
	1	12			3	1	8	1											
1		7	1	1	1	6							2		78		50		
2	5	31	1	5	11	19	4	2					2	4	6000		6000		
3	6	50	2	6	15	26	12	3					4	4	6075		6050		
9	31	129	5	9	23	40	49	43					6	8	3062		6863		
2	52	49	4	9	5	14	44	38	1				3	9	2222		1579		
5	58	54	1	5	13	15	39	45					1	5	2535		1176		
1	1	5	1		2	3	1						1		50		20		
6	59	59	2	6	15	18	40	45					2	5	2585		1196		
	49	77	2	5	5	17	61	43						7	1	71		30	
3	3	35	19	40	4	10	18	6	1	1	2	55	14		2053		970		
58	9	47	17	41	6	13	19	18	4	2	5	47	2	1	70	84	42	27	
1	1	4	1	2	3	1	1					1	2	1	75		100		
59	10	51	18	43	9	14	20	18	4	2	5	49	3	1	145	84	142	27	
9	26	33	10	17	4	9	24	27					27	25	1903		1185		
4	57	47	3	13	9	12	48	35					3	13	1769		719		
1	5	21	1	3	2	13	7	1					1	3	1500		1200		
3	62	68	4	16	11	25	55	36					4	15	3269		1919		
13	65	81	7	10	11	27	59	49					2	15	1943		970		
1		5		1	2		11	2					1		22		35		
14	65	86	7	11	13	27	60	51					3	15	1955		1065		
73	91	275	15	103	63	101	132	70	7		44	57	90	7	11129	222	5765	113	
3	5	38	1	15	15	10	10	4	1		7	8	4		875		700		
20	58	449	14	136	153	74	170	47	15	4	94	34	20	1	10850	1300	3435	733	
29	63	485	15	151	174	84	180	51	16	4	101	42	24	1	11525	1300	9335	733	
96	154	760	30	254	237	184	312	121	23	4	145	109	114	8	22654	1522	15100	846	

**ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOL
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.**

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Lamar County	4819	180	783		2717	112	423		104	70	85	
Lauderdale County Rural Dist's	5529	117	877		2617	72	510		109	60	83	
Florence, City of	816	92	173		564	82	96		180	180	4	
Totals for County	6344	209	1050		3181	134	608		122	79	87	
Lawrence County	4279	88	1024		2488	46	724		97	57	74	
Lee County Rural Districts	1355	131	2942		369	90	1716		142	82	41	
Opelika, City of	461	129	382	14	375	115	208	13	180	160	2	
Phoenix, City of	325	25	48		250	20	30		180	160	1	
Totals for Cities	786	154	380	14	625	135	238	13	178	160	3	
Totals for County	2141	285	3322	14	1494	226	1954	13	156	92	44	
Limestone County	4718	56	863		2588	39	518		120	40	69	
Lowndes County	695	137	4541	10	543	111	3228	8	145	88	38	
Macon County Rural Districts	1045	55	5446		637	52	3080		150	100	30	
Tuskegee, City of	138	36	105		117	31	94		180	140	1	
Totals for County	1183	101	5611		754	83	3174		154	101	31	
Madison County Rural Districts	5926	245	2932	12	3753	136	1564	8	141	83	72	
Huntsville, City of	711	189	700	50	500	141	380	40	180	180	1	
Totals for County	6637	434	3632	62	4253	327	1944	48	145	103	73	
Marengo County Rural Districts	1939	233	4021	15	1375	157	2449	11	116	77	68	
Demopolis, City of	189	55	340		176	50	275		180	180	1	
Totals for County	2178	289	4361	15	1551	207	2724	11	124	87	69	
Marion County	5757	363	147		2866	217	108		86	60	89	
Marshall County	3128	335	320		4763	218	277		120	80	85	
Mobile County Rural Districts	4495	182	2705	13	3120	164	1773	16	182	154	60	
Mobile, City of	3761	815	1986	136	3141	703	1376	128	180	180	11	
Totals for County	8256	997	4691	154	6261	857	3149	144	172	168	71	
Monroe County	3219	133	2880		1966	95	1976		120	60	77	
Montgomery County Rural Dist's	1764	164	7804		1203	112	5114		180	100	50	
Montgomery, City of	2956	609	1961		2398	529	1627		180	180	10	
Totals for County	4720	773	9765		3601	641	6741		174	119	60	1
Morgan County Rural Districts	6098	135	1170	3	3232	99	625	2	136	107	76	
Albany, City of	995	126	165	3	812	110	98	2	180	180	5	
Decatur, City of	370	94	273	22	285	85	238	19	180	180	1	
Totals for Cities	1365	220	438	25	1097	195	334	21	180	180	6	
Totals for County	7463	355	1608	28	4329	294	959	23	148	133	82	
Perry County Rural Districts	1395	123	4378	19	860	82	2668	8	140	92	45	
Marion, City of	210		77		203		36		170	170	1	
Totals for County	1605	123	4455	19	1063	82	2704	8	145	93	46	
Pickens County	3632	353	2498	13	2406	167	1649	10	107	83	76	
Pike County Rural Districts	3674	166	2335	2	1903	69	1254	2	112	51	67	
Troy, City of	462	71	436		330	64	237		180	180	1	
Totals for County	4136	237	2821	2	2233	133	1491	2	124	71	68	
Randolph County Rural Dist's	5200	331	1264		2735	244	340		110	81	74	
Wetumpka, City of	510	118	107		360	101	85		180	120	3	
Totals for County	5710	499	1371		3095	345	425		119	94	74	

DEPARTMENT OF EDUCATION.

ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Librs
White	Colored	White		Colored		White				Colored				White	Colored	White	Colored	White
		Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third					
85	11	55	62	8	9	14	20	37	40			3	14	10		751		408
82	16	58	71	2	15	3	9	55	42			2	15	40		2964		1300
4	1	2	19	1	2	9	6	5	1		1	2		3	1	375	20	300
86	17	40	90	3	17	12	15	60	48		1	4	15	43	1	3239	20	1600
27	3	37	54	3	17	5	19	40	37			1	19	14		942		416
39	11	3	47	6	33	3	11	20	16	2		4	33	30		2402		1170
2	2	1	12	1	5	5	6	3	1			4	2	2	1	700	45	1500
1	1		9	1	1	1		4	4	1			1					
3	3	3	21	2	6	6	6	7	5	1		4	3	2	1	709	45	1500
42	14	6	63	9	39	9	17	27	21	3		3	1	32	1	3102	45	2870
69		25	66	1	10	11	17	27	36				11	17		722		510
34	57	12	39	30	43	13	11		11	1		12	60	18	3	1263	412	759
30	52	1	34	1	63	5	15	12	8	6	4	17	37	17	8	1478	499	760
1	1	1	6	1	1	4	2		1			1	1	1		1600		1400
31	53	2	40	2	64	9	17	12	4	6	4	18	38	13	3	3078	499	2180
69	36	40	76	10	33	23	25	48	30	3			1	66		4486		
1	1	4	15	2	10	10	8	1		3		9		1	1	2000	1000	1000
70	37	44	91	12	43	33	33	49	20	8		9	40	37	1	6436	1000	3234
64	21	14	77	18	32	9	27	44	11	2		5	42	32		2583		1215
1	1	1	7	1	5	4	3	1		1		1	4	1		960		1150
65	22	15	84	19	37	13	30	45	11	3		6	47	23		3533		
56		68	52	4	1	11	17	44	48			3	2	12		568		393
35	6	73	54	1	5	11	36	49	41	1		2	3	72		5055		2522
60	41	9	136	8		3	30	71	41	1		23	38	55	5	4349	689	1162
11	4	10	144	4	34	28	41	54	8	8		22	6	11	3	5273	595	2636
71	45	19	280	12	38	31	71	125	49	9			44	46	8	9622	1054	3793
77	47	21	91	17	30	10	14	46	42			2	1	34		2429		1105
49	73	13	60	19	35	25	22	21	5	4		11	33	36	7	3570	63	1725
10	4	7	76	9	32	39	26	9	1	7		27	1	10	1	6438		2507
59	77	20	136	21	117	64	48		6	11		38	69	45	5	10008	255	
76	18	43	63	9	10	10	14	35	47	1		4	14	16		1126		669
5	2	2	23	1	2	6	6	9	8			2	1	1		750		260
1	1	1	10	1	4	6	2	3	1	1		2	2	1		250		200
8	3	3	33	2	3	11	3	12	4	1		4	3	2		1010		560
82	21	46	96	11	15	21	22	47	51	2		3	17	18		2136		1229
45	54	4	65	15	44	9	15	21	14	2	1	13		28		3015		1195
1	1	1	4	1		2	1	1	1	1				1		200		100
46	53	5	59	16	44	11	15	22	15	3	1	13	43	29		3215		1295
74	47	30	88	24	31	11	17	50	40	1		6	48	49	5	3824	166	1840
67	45	30	52	9	38	8	21	28	25	2		5	39	32	1	1920	25	1099
1	2	1	15		4	12	3			1		2	1	1	1	800	25	500
68	47	31	67	9	42	20	24	28	26	3		8	40	33	2	2720	50	1593
74	28	59	69	5	23	4	17	44	54			4	24	55		3265		2776
3	1	5	8	1	1	2	4	3	4				2	1		715		1235
77	29	55	77	5	24	6	21	47	58			4	26	56		3970		403

ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOL
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of School Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Russell County Rural Districts	707	114	2502		546	94	1631		144	92	26	
Girard, City of	411	30	191	27	318	27	134	19	169	169	2	
Totals for County	1118	144	2693	27	864	121	1765	19	163	99	28	
Shelby County	5330	157	1800		4101	92	950		110	87	82	
St. Clair County	5412	255	692		3110	192	468		125	69	76	
Sumter County	1132	247	3194	2	954	187	1852	1	153	80	33	
Talladega County Rural Distr'ts	4350	200	3845		1987	127	2038		144	101	57	
Sylacauga, City of	283				207				180		1	
Talladega, City of	572	92	284		429	73	172		180	130	2	
Totals for Cities	855	92	284		636	73	172		180	130	3	
Totals for County	5205	292	4129		2623	200	2210		153	103	60	
Tallapoosa County Rural Distr'ts	4519	474	2576	8	2748	301	1574	6	122	86	79	
Alexander City, City of	286	74	116	8	216	63	70	6	180	180	1	
Totals for County	4905	548	2692	16	2964	364	1644	12	127	90	80	
Tuscaloosa County Rural Distr'ts	8554	231	2556		3926	168	1491		120	92	110	
Tuscaloosa, City of	1114	268	534	20	791	219	275	12	180	180	5	
Totals for County	7668	499	3090	20	4717	387	1766	12	132	106	115	
Walker County Rural Districts	8571	356	1728	50	5020	226	1034	38	93	110	101	
Jasper, City of	456		90		324		62		180	180	1	
Totals for County	9127	356	1806	50	5344	226	1086	38	93	119	102	
Washington County	2216	71	1001		1456	51	681		103	89	61	
Wilcox County	1324	251	2021	11	902	181	1246	7	166	83	54	
Winston County	2982	206			1471	126			83		57	
Rural Districts	280243	12717	135366	441	165635	8635	85132	284	118	90	4623	20
Totals for Cities	44217	7304	21827	987	34097	6027	14572	854	177	175	135	
Grand Total	324460	20021	157193	1428	199632	14662	99705	1138	129	105	4758	20

DEPARTMENT OF EDUCATION.

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCH TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value Librs
		White		Colored		White				Colored								
White	Colored	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	White	Colored	White	Colored	White
26	43	6	30	12	33	11	8	16	2	3		6	36	20		1612		916
27	1	3	9	1	3	1	3	7		2		1	1					
28	44	9	29	13	36	12	11	22	2	5		7	37	20		1612		916
82	29	57	68	11	20	11	18	52	44	1	2	7	21	11		1017		710
76	18	29	35	2	16	7	9	50	48			1	17	39		3427		2323
33	36	11	48	20	19	6	19	25	9	1		1	36	14	3	1784	116	1470
53	41	24	61	7	47	8	12	36	29			3	51	27		1618		903
1		1	6			1	2	2	1									
2	3	1	13		3	3	7	2	2									
3	3	2	23		3	9	9	4	3									
56	44	26	84	7	50	17	21	40	32			3	54	27		1618		803
79	50	44	83	7	45	12	28	49	39	1		10	41	30		2260		1529
1	1	2	6	1	1	7		1		1			1	1		503		300
80	51	46	89	8	46	19	28	50	38	2		10	42	31		2763		1829
110	46	43	124	14	34	19	31	65	52	3		7	38	34		6456		2904
5	2	2	30	2	9	10	9	12	1	2		3	6	3	1	3063	50	1670
116	48	45	154	16	43	29	40	77	53	5		10	44	39	1	9519	50	4574
101	20	67	119	12	18	15	45	60	66	2		12	16	29	2	3066	725	1433
1	1	1	10	1	1	1	3	4	3	1		1		1		250		200
102	21	67	129	13	19	16	48	64	69	3		13	16	40	2	3316	725	1633
58	7	16	58	4	14	3	10	25	36	1			17	6		118		225
44	22	16	56	15	33	13	8	30	21	1		24	23	14		2198		1770
33		38				2	14	23	33					2		664		256
4399	1609	2248	4553	611	1623	666	1255	2700	2185	71	17	363	1783	1902	66	160649	5142	83725
135	79	155	1181	59	322	427	354	359	97	51	7	210	109	99	15	52931	3397	43133
4534	1636	2403	5739	670	1946	1093	1609	3059	2232	122	24	573	1892	2001	81	213580	9039	126853

ANNUAL REPORT, 1916.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. L. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Autauga County Rural Districts	45	6	19		7	13		1	2	6	22		\$ 2309
Prattville, City of	9	3					1				1	2	1500
Totals for County	54	9	19		7	13	1	1	2	6	23	2	3809
Baldwin County	106	4	47		14	25		1		3	16		5506
Barbour County Rural Districts	46	13	23		36	4		3		12	23		3058
Eufaula, City of							2					1	2500
Totals for County	46	13	23		36	4	2	3		12	23	1	5558
Bibb County	95	10	23		24	9				4	12		7550
Blount County			33	42	12	2				1	5		4992
Bullock County Rural Districts	36	12	10		7	17		2		7	39		2144
Union Springs, City of	10						1					1	4000
Totals for County	46	12	10		7	17	1	2		7	39	1	6144
Butler County Rural Districts	47		38		31	9				23	17		3367
Greenville, City of	5						1					1	1400
Totals for County	52		38		31	9	1			23	17	1	4767
Calhoun County Rural Districts	90	22	41		11	11				1	13		5235
Anniaton, City of	32	7					5				1	1	3100
Jacksonville, City of	4	2	1									1	
Piedmont, City of	8					1	1					1	4000
Totals for Cities	44	9	1				6					3	13100
Totals for County	134	31	42		11	12	6			1	19	3	17335
Chambers County Rural Districts	79	6	32		19	4		4		30	1		9930
Lanett, City of	16					2					1		5200
Totals for County	95	6	32		19	6		4		30	2		15130
Cherokee County	50	3	25		31	14					11		4675
Chilton County	92	28	26		44				1	10	7		4210
Choctaw County	34	5	33		19	10				3	31		3132
Clarke County	60	20	24		51	11		3		30	16		6060
Clay County	54	3	40		31	1				3			9025
Cleburne County	11		29		25	3					4		3965
Coffee County Rural Districts	40	4	33	4	26	6		3	1	3	15		3001
Enterprise, City of	2						1					1	200
Totals for County	42	4	33	4	26	6	1	3	1	3	15	1	3201
Colbert County Rural Districts	28	2	24	1	16	3				15	6		3640
Sheffield, City of		3					2					1	2300
Fusculmbia, City of		4					1					1	2500
Totals for Cities		7					3					2	3800
Totals for County	28	9	24	1	16	3	3			15	8	2	3940
Conecuh County	49	29	29		37	5		6		13	20		3255
Coosa County	40	3	29		16	5		1		13			3303
Covington County Rural Districts	77		42	1	39	12				16			6531
Madison, City of							1				1		7000
Prichard, City of	7	1				1					1		2000

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School-houses and Sites—Colored.	Value of Equipment		S'h'houses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No Vis by Cou Supts. & Assistts.	
	White	Colored	White	Colored	White		Colored		White	Colored	White	Colored	White	
					Male	Female	Male	Female						
5350	3400	416	25	1	306	289	107	98	16626	3119	235		81	
2500	1500	75	1	3		550	228	167	4950	855	155	35		
7330	4900	491	26	3	506	330	119	107	21676	3974	400	85	31	
1850	6259	98	55	1	409	321	177	153	39296	3356	1730	64	146	
9135	3190	699	27	4	417	340	124	111	29013	5100	528	4	107	
2500	2000	500	2	1	1850	530	405	180	7470	945				
11625	5190	1199	29	5	479	368	141	117	36483	5045	528	4	107	
19870	11443	2476	48	7	446	375	365	192	27830	5608	1373	10	141	
6335	6835		32		273	241		54	31556	327			57	
10965	3100	841	28	2	647	411	110	95	23029	5097	296	63	99	
5000	2700	575	1	1	1500	506	215	236	8535	787	57	114		
15965	5800	1416	29	3	754	433	122	103	31564	5834	355	177	99	
140	6565	120	42		375	298	140	120	32706	6860	1895		87	
3790	1600	250	1	1	1220	515	360	180	6563	720				
2340	3165	570	42	1	428	319	151	124	39269	7580	1595		87	
4700	5877	685	49	1	408	302	211	128	30455	3067	365	2	87	
10000	10000	500	5	2	1212	510	490	303	19845	2504				
2620		150	1	1		731	240	60	2925	300		260		
2000	800	100	2	1	1005	433		140	5475	140				
14520	10800	780	3	4	1153	517	410	245	28245	2944		280		
19220	16677	1445	57	5	645	383	311	159	58700	6001	365	262	87	
15075	16000	3000	55	4	525	391	193	135	48322	6636	1392	20	119	
2000	5000	500	2	1	1343	320	200	150	7800	500				
17075	21000	3500	57	5	580	380	194	127	58122	7136	1392	20	119	
2000	5440	210	38		317	241	108	68	21821	830			26	
3905	4498	266	38	2	369	263	159	109	32297	2900	661	23	117	
10600	4290	1060	26	2	372	263	96	76	24036	3451	1017		24	
1101	5310	662	40	3	442	309	145	92	35617	6173	1065	120	32	
2950	7885	425	36		429	296	178	136	28781	1345	884		95	
850	4042	85	16		273	247	200	86	17834	457	155		60	
10680	9692	418	32	3	313		145	120	30857	3039	616	148	123	
	500	50	1	1	1200	519	350	210	4310	560	190			
11280	10192	463	33	4	333	261		127	34967	3599	306	148	123	
4365	2632	572	24	4	329	320	133	103	18420	2476	253	200	53	
1500	1200	300	2	1	1333	460	324	201	6626	727	450	93		
4000	1050	500	1	1	1200	474	675	182	4530	1485		324		
5800	2250	500	3	2	1269	479	445	175	11156	2212	450	717		
9965	5932	1372	27	6	414	372	255	126	29676	4688	703	917	53	
7650	4990	1345	40	7	316	247		115	25178	6023			100	
9395	5735	735	25		356	315	246	131	24875	4460	145	53	119	
3730	10165	485	23		356	225	186	147	35975	2547	1897		136	
	3500		1	1	1125	562	215		9000	215				
1500	1000	25	1	1	770	495	350	60	4015	410				

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Totals for Cities	7	1				1	1				2		90000
Totals for County	84	1	42	1	39	13	1				2		155815
Barren County	55	3	29	5	34	11		2	6	7	11		50175
Bibb County Rural Districts	70		44		61	9					1		66215
Bibb, City of	3						1						18000
Totals for County	73		44		61	9	1				1		84215
Blount County Rural Districts	37	3	37		25	5					16		60790
Blount, City of	6						1				1		18000
Totals for County	43	3	37		25	5	1				17		78790
Bolivar County Rural Districts	28	2	6	3	8	25		3	1	2	35		12680
Bolivar, City of							4					1	126000
Totals for County	28	2	6	3	8	25	4	3	1	2	36	1	138680
Breuninger County	29		40		59	2		1		2			94150
Bullock County	90	1	47		18					4	32		109720
Bullock County Rural Districts	67	5	51	2	22	6				12	3		36843
Bullock, City of							1					1	30000
Totals for County	67	5	51	2	22	6	1			12	3	1	66843
Butler County Rural Districts	24		35		1	45					6		19050
Butler, City of						2							
Butler, City of	7						1				1		19000
Calhoun County Rural Districts	35	6					5				1	1	110000
Calhoun, City of	43	6					6				2	1	129000
Totals for Cities	43	6					6				3	1	129000
Totals for County	77	6	35		1	47	6				8	1	148050
Cherokee County	66	1	22		44	15		2		11			41350
Cherokee County Rural Districts	14	2	43		18	18		1		1	3		41650
Cherokee, City of	6	1					1				1		8000
Totals for County	20	3	43		18	18	1	1		1	4		49650
Chilton County	23		43		21	2					7		66143
Chilton County	35	2	2		22	4		1		22	38		24600
Chilton County Rural Districts	12	4	16		18	20		8	1	5	44		18950
Chilton, City of							1				1		16500
Totals for County	12	4	16		18	20	1	8	1	5	45		35450
Chilton County	40	8	23		13	3		1		16	10		30200
Chilton County Rural Districts	45		23		32	13		1		11	4		62300
Chilton, City of							3					1	150000
Totals for County	45		23		32	13	3	1		11	4	1	212300
Chilton County Rural Districts	119	9	42		36	35				5	12		83125
Chilton, City of	2						1				1		10000
Totals for County	121	9	42		36	35	1			5	13		93125
Chilton County Rural Districts	268	78	46	2	40	55		2	1	8	62		243171
Chilton, City of							4				1	2	135550
Chilton, City of						2	33				8	12	1366846
Totals for Cities						2	37				9	14	1502496
Totals for County	268	78	46	2	40	57	37	2	1	8	71	14	1745667

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School-houses and Sites—Colored.	Value of Equipment		S'h'houses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No. Vis. by Cor. Supts. Assistants	
	White	Colored	White	Colored	White		Colored		White	Colored	White	Colored	White	Colored
					Male	Female	Male	Female						
1500	4500	25	2	2	948	587	282	60	12015	625				
5220	14665	510	25	2	872	288	214	138	48990	3172	1987		136	
5065	5525	556	27	2	281	208	160	125	30395	8425			128	
	8148		60		262	225		206	37481	412	4720		66	
	1000		1		1147	488			5046		140			
	9148		51		278	247		206	42527	412	4880		66	
3650	8950	500	53	2	382	278	75	90	29408	1380	1875	100	197	
500	1000	100	1	1	1100	465	250	100	4990	350	250			
4150	9950	600	54	3	421	297	110	91	34398	1780	1525	100	197	
190	1492	11	27		720	452	97	97	27814	5327			141	
12000	10000	2000	4	1	1742	752	900	310	28775	4004				
12190	11492	2011	81	1	1128	558	189	123	56590	12831	768		141	
900	8640	110	21	1	343	255	180	90	45070	360	1666	5	141	
11200	12993	1235	59	3	514	327	136	115	43970	4519	1240	16	243	
8940	4840	306	40	3	293	286	172	133	31859	2339	1569	500	126	
1000	1000	150	1	1	1080	473	280	210	6415	490	130			
4940	5840	456	41	4	414	302	184	138	38274	3229	1719	500	126	
	4122	105	49		302	273	166	88	29135	747	705	5	184	
			2		1500	403			6338					
	1000		1	1		471	360	202	3297	569	100			
6000	7765	300	5	2	1236	513	450	216	22100	1534	100	50		
6000	8765	300	8	3	1280	486	405	214	31785	2097	200	60		
6000	12887	405	17	3	491	354	262	171	60870	2844	905	65	184	
8500	4890	390	32	1	259	223	200	165	24398	2278	468		150	
1675	4894	180	29	1	274	190	184	103	26844	699			42	
400	250	20	1	1	800	408	160		2840	160	40			
2075	5144	200	30	2	282	210	172	103	29186	859	10		42	
	7180	25	28		383	264	97	81	36636	598			62	
4095	3280	415	21	2	750	367	111	109	15108	6469	278	102	92	
5875	2500	1000	12	12	429	303	134	120	18090	7207	208	10	47	
2000	1250	350	1	1	1500	585	300	90	3840	480				
10875	3750	1350	13	13	536	325	148	119	21930	7687	208	10	47	
5065	3965	371	23		302	281	104	66	18530	2165			37	
4850	5183	315	31		368	271	115	11	33710	1873	808		172	
2500	15000	500	3	1	1003	400	495	248	17633	1237			172	
7350	20183	815	34	1	419	373	239	122	51343	2910	903			
1750	8656	350	34	1	111	229	123	84	40899	1723	6946		33	
	1000	150	1	1		425		162	2131	162	150			
1750	8656	500	35	2	343	241	123	93	43030	1895	7096		33	
47775	37175	10450	129	55	635	419	368	241	173125	20197	5540	378	742	
11350	14250	1500	4	3	1286	605	540	267	27953	4545	200	75		
118944	94425	11875	35	20	1354	652	641	364	371418	55435	15000			
130294	108975	13375	39	23	1345	649	634	354	399369	63030	15200			
173009	145251	23825	168	78	926	566	495	307	572494	93227	20840			

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses								Value of School- houses and Sites— White		
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District		Private Owners	Cities
Lamar County	69		41		33	11				1	16		50500
Lauderdale County Rural Districts	104	6	44		27	12				7	10		53770
Florence, City of			1					3				1	27000
Totals for County	104	6	45		27	12	3			7	10	1	80770
Lawrence County	21	4	41		27	6		2		7	10		30410
Lee County Rural Districts	28		20		18	3		10			26		35500
Opelika, City of								2			1	1	60000
Phoenix, City of	1							1				1	7500
Totals for Cities	1							3				2	67500
Totals for County	29		20		18	3	3	10			27	1	103000
Limestone County	48		45		15	9					11		38600
Lowndes County	38	56	9		14	13		9		12	36		18650
Macon County Rural Districts	26	11	18	1	6	6		19		26	10		19680
Uskegesee, City of								1			1		18000
Totals for County	26	11	18	1	6	6	1	19		26	11		37680
Madison County Rural Districts	108	35	31	3	29	9		2		17	24		77970
Huntsville, City of		12						1				1	50000
Totals for County	108	47	31	3	29	9	1	2		17	24	1	127970
Marengo County Rural Districts	38		31		20	17		1		3	41		48690
Demopolis, City of								1				1	30000
Totals for County	38		31		20	17	1	1		3	41	1	78690
Marion County	69		37		31	21				4	1		43760
Marshall County	87		43		42					6			73350
Mobile County Rural Districts	145	62		47		13			11		30		70300
Mobile, City of	76	15				1	10				1	3	406330
Totals for County	220	77		47		14	10		11		31	3	476330
Monroe County	56	3	37		27	13		2	4	32	9		43250
Montgomery County Rural Districts	66	72	17		15	18		4		20	72		32300
Montgomery, City of						1	9				1	3	365270
Totals for County	66	72	17		15	19	9	4		20	73	3	397570
Morgan County Rural Districts	42	4	32	1	31	12				8	10		84390
Albany, City of	1						5				1	1	60000
Decatur, City of	4	3					1					1	25000
Totals for Cities	5	3					6				1	2	85000
Totals for County	47	7	32	1	31	12	6			8	11	2	169390
Perry County Rural Districts	26	6	15		13	12		6			48		22310
Marion, City of	3						1				1		5000
Totals for County	29	6	15		13	12	1	6			49		27310
Pickens County	80	4	35		18	23		5		12	30		80400
Pike County Rural Districts	53	3	21		43	3				44	1		44170
Froy, City of							1				2		30000
Totals for County	53	3	21		43	3	1			44	12		74170
Randolph County Rural Districts	78		39	2	30	3		1		24	3		54120
Snake, City of	12					1	2					1	55000
Totals for County	91		39	2	30	4	2	1		24	3	1	109120

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School-houses and Sites—Colored	Value of Equipment		S'h'houses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No V by Co Supts Assn	
	White	Colored	White	Colored	White		Colored		White	Colored	White	Colored	White	Colored
					Male	Female	Male	Female						
100	5334	10	23		244	227	112	82	27605	1634	748	45	104	
2925	5347	455	45		325	284	75	78	32514	1240	6098	8	175	
4000	2000	200	4	1	1087	419	360	180	10138	720	85	15		
6625	10347	655	50	1	353	313	170	83	42850	1960	6131	23	175	
1890	1319	315	49		241	214	97	96	22585	1001			76	
11125	3215	1342	31	10	700	447	126	115	23095	4546	631		63	
1000	7500	150	2	2	1355	552	400	208	10692	1440	400	25		
			1	1		495	380	120	4454	480	40			
1000	7500	150	3	3	1355	528	380	193	15145	1920	440	35		
12125	10716	1492	34	13	2053	975	508	308	38241	6468	1071	25	68	
	6255		52		305	281	45	40	26171	445			210	
16255	2333	894	22	3	550	427	146	123	10000	1000	100	891	58	
51355	1720	2527	23	26	1000	491	198	178	17695	11410			131	
2500	3000	200	1	1	1200	600	315	175	4300	490	100	20		
54355	4720	2727	24	27	1100	507	256	178	22493	11900	100	20	131	
3225	9310	490	65		519	334	118	112	45175	4840	1298	135	277	
4500	3000	1000	1	1	1200	545	608	274	13990	3980	500	125		
7725	12310	1490	66	1	581	389	198	149	59165	1793	1793	261	277	
6300	4514	345	41	2	564	377	107	73	34961	4272	845		63	
2000	2500	800	1	1	1500	594	675	241	5662	1381	150			
3300	7114	1145	42	3	825	400	137	96	42623	6153	995		63	
475	4295	50	23		224	174	95	75	24280	455			85	
1200	11696	200	58		371	257	80	80	41439	480	1817		97	
5950	3300	860	55	11	532	443	216	232	64973	14256	2507	754	120	
22500	39105	3000	11	4	1112	586	490	281	95504	11538	783	70		
27550	47405	3880	55	15	837	516	307	251	160432	25791	3290	834	120	
6025	5238	752	49		307	247	87	82	28926	3929	1221	163	154	
11735	6070	1090	34	2	723	502	150		39505	14023	2530	341	150	
26226	39900	3645	10	4	1865	723	675	323	67161	12866				
37961	45970	4735	44	6	1059	623	225	185	106666	26539	2530	341	150	
5200	7016	300	33	1	325	262	161	138	30481	2829	463	60	163	
1000	2500	100	5	2	1118	563	405	235	15197	367	80	10		
5000	2000	500	1	1	1350	553	450	225	7280	1350				
4500	4500	800	6	3	1305	562	423	229	22457	2227	80	10		
11200	11616	900	29	4	389	365	209	172	52933	5058	543	70	163	
5100	2865	340	31	6	733	367	141	121	23329	7439	1031	1302	15	
	550	40	1	1	1500	490	360		3450	360				
5100	3515	330	32	7	926	373	155	121	26789	7799	1031	1302	15	
14326	7657	1414	57	7	327	250	124	75	32301	5301	357	6	99	
14890	6515	975	50	1	357	304	107	30	26521		2108	115	32	
500	4500	250	1	2	1300	486		231	9090	1125				
15390	11015	1225	51	3	404	345	107	99	35621	5130	2108	115	32	
5634	7150	695	40		315	235	113	106	32008	3034	3875	90	12	
1000	1300	200	3	1	578	404	240	195	7610	435	150			
6935	3960	695	43	1	366	253	133	125	39515	3489	4025	90		

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White.
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Russell County Rural Districts	36	23	17		9			11		12	20		42575
Irard, City of	3	1					2					1	24000
Totals for County	39	24	17		9		2	11		12	20	1	66575
Shelby County	121	26	30	1	34	17				11	18		31250
St. Clair County	77		29	1	26	20					18		76650
Sumter County	35	14	15		9	9		4	1	18	13		58000
Talladega County Rural Districts	44	10	25	2	11	19				30	24		39370
Talladega, City of							1						2000
Talladega, City of							2				2	1	40000
Totals for Cities							3					1	42000
Totals for County	44	10	25	2	11	19	3	10		30	26	1	51370
Tallapoosa County Rural Districts	54	5	32	3	36	8				18	32		72575
Alexander City, City of							1					1	20000
Totals for County	54	5	32	3	36	8	1			18	32	1	92575
Tuscaloosa County Rural Districts	57	17	34		57	19				22	24		56011
Tuscaloosa, City of							5				1	1	103200
Totals for County	57	17	34		57	19	5			22	25	1	159211
Walker County Rural Districts	120	5	34		40	27				3	17		36290
Wetumpka, City of							1				1		30000
Totals for County	120	5	34		40	27	1			3	18		116290
Washington County	31	1	26	2	9	24		2			14		18350
Wilcox County	11		10	3	19	22		2		11	14		38215
Winston County	35		27	2	19	9							55670
Rural Districts	3913	648	2000	128	1673	822		126	29	665	1188		\$3657275
Totals for Cities	252	58	3			11	121				32	47	\$3777351
Grand Total	4170	706	2003	128	1673	833	121	126	29	665	1220	47	\$7434626

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School-houses and Sites—Colored.	Value of Equipment		S'h'houses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No by C Supt Assn
	White.	Colored.	White.	Colored.	White		Colored		White.	Colored.	White.	Colored.	
					Male.	Female.	Male.	Female.					
18700	4790	1867	24	10	812	448	132	181	18151	5807	698	327	41
200	3800	100	2	1	653	583	528	240	6768	1246			
18900	8590	1967	26	11	759	483	162	140	24934	7063	698	327	41
2050	9950	985	56	3	398	311	139	90	43528	8329	796		51
	9591		42		460	276	120	110	36842	1996	6700		101
11840	8759	1486	21	4	678	493	142	109	31137	4808	47	84	31
7670	8106	767	44	3	507	206	362	143	34258	8157	794		171
	200		1		1850	540			4050				
800	2000	50	2	3	2025	606		146	12916	488			
800	2200	50	3	3	1588	591		146	16956	428			
8470	5306	807	47	6	598	425	362	143	51224	8695	794		171
8170	9184	692	46	12	366	276	241	116	39085	6857	481	77	121
2500	5000	500	1	1	1380	502	405	100	6770	506			
10670	14184	1292	47	13	410	290	265	116	44806	7362	481	77	121
9330	10930	1338	57	6	332	148	285	136	49554	6662	1711	37	91
8500	8500	800	5	2	1700	450	654	267	23011	3307	836		
17630	19430	1938	92	8	393	356	186	163	72565	9966	2547	37	91
42600	12561	3321	48	6	326	228	323	202	48982	7512	1542	46	161
	2500	11	1	1	1670	464	450	270	6312	720	248		
42600	15061	3322	49	7	351	246	340	205	55294	8232	1785	46	161
676	2955	140	25	1	333	223	119	114	18265	2075			
3025	4298	396	31		611	420	77	70	33289	3482			
	2983		10		296	263			20200		156		61
8608184	2450558	54443	2595	237	371	306	148	126	2230487	294772	80469	6811	7611
273840	309346	39926	136	79	1290	591	482	301	907657	125368	20809	1626	
782024	69923	94869	2730	316	431	366	173	155	3138144	420156	100778	8337	7611

RECEIPTS

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration and erect'n of sch'houses	From all other sources	Total
Antauga Co. Rural Dist.		\$ 19930				\$ 150	\$ 818	\$ 642	\$ 390	\$ 2192
Attaville, City of	146	5500				1282				692
Totals for County	146	25430				1432	818	642	390	2886
Baldwin County	3251	41652	534			1946	208	1187	2446	5122
Barbour Co. Rural Dist.	148	81488	80		450	2729	1497	1064	1096	3864
Bethesda, City of	100	5800	1928			1767				910
Totals for County	248	86788	2018		450	4496	1497	1064	1096	4764
Bibb County	594	31320	557			3342	15428	2775	401	5443
Blount County	61	31859				1348	1498	900		3566
Bulloch Co. Rural Dist.	126	28450	1822			1082	1736	953	1318	3543
Union Springs, City of		5000	4556						49	1060
Totals for County	126	34450	6378			1082	1736	953	1367	4604
Butler Co'ty Rural Dist.		38517	500			1889	1482	850	1154	4439
Greenville, City of	586	5500				2210				839
Totals for County	586	44117	500			4099	1482	850	1154	5278
Calhoun Co. Rural Dist.		87452	309			1781	1051	1860	2130	4408
Anniston, City of	2183	17230	2600	38126		5153				6524
Jacksonville, City of		2707				534			816	405
Madison, City of		3900	1200			1000			1050	715
Totals for Cities	2183	23837	3800	38126		6687			1866	7644
Totals for County	2183	61289	4109	38126		8468	1051	1860	3996	12053
Chambers Co. Ru'l Dist.	669	45369	1700			1504	7910	5502	5284	6793
Lawson, City of		5540	985						16727	2335
Totals for County	669	51009	2685			1504	7910	5502	22011	9129
Cherokee County	290	21652				804	2442	1855	323	2736
Chilton County	22	30704	1000			729	5292	681	594	3902
Choctaw County	516	27227				380	1867	2156	1104	3325
Clarke County	217	37515	1473			2981	3253	772	3132	4935
Clay County	183	27783	1865		750	3722	6713	1250	4800	4636
Clatsop County	16	18104				1240	601	312	1140	2191
Coffee Co'ty Rural Dist.	904	31997	200			2133	1959	5269	1102	4356
Enterprise, City of		3200	15			2259				547
Totals for County	904	35197	215			4392	1959	5269	1102	4903
Colbert Co. Rural Dist.	335	21902				317	914	20335	1069	4492
Sheffield, City of		4450	2550			1727			398	932
Columbia, City of		3554	1153			1772				843
Totals for Cities		8004	3703			3499			596	1580
Totals for County	335	29906	3703			3816	914	20335	1667	6073
Conecuh County	1	29578	2034	56		1698	2315	3584	2067	4130
Coosa County	87	22439				94	8284	496	1836	3323
Dorchester Co. Ru'l Dist.	1615	32463	336			4708	3519	3332	5532	5150
Adelphi, City of		3984	2181			4746				1086
Adelphi, City of		3020	1124			1733				483

DEPARTMENT OF EDUCATION.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of liqui- dation adjustments	Miscellaneous and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of sch' houses	From all other sources
Totals for Cities		6004	3255			6484			
Totals for County	1615	38467	3590			11192	3619	3332	5332
Crenshaw County	4	28392				40	7821	110	182
Callman Co. Rural Dist.	284	37453	400			1279	3318	7303	2127
Callman, City of	928	2000	1742	3317		791			2
Totals for County	1212	39453	2142	3317		2070	3318	7303	2129
Dale County Rural Dist.		26337	300			4121	1050	1275	1945
Osark, City of		2750	1250			2805			
Totals for County		29087	1550			6926	1050	1275	1945
Dallas Co. Rural Dist.	2220	36423				1028	936	24	95
Selma, City of	1443	19519		13773		7016			1599
Totals for County	3663	55942		13773		8044	936	24	1694
DeKalb County	105	32156				1679	14295	4071	4125
Elmore County		38513	1400			43	11514	16799	4961
Escambia Co. Ru'l Dist.	329	37573				494	2083	1830	2730
Brewton, City of		5540				2000			60
Totals for County	329	43113				2494	2083	1830	2790
Etowah Co. Rural Dist.	3	30143				279	1486		542
Alabama City, City of	835	5150	3245						
Attalla, City of	189	3517	1400		500	1475			2
Cadaden, City of	986	12528	3801	10060		2081			
Totals for Cities	1990	21195	8546	10060	500	3556			2
Totals for County	1993	51343	8546	10060	500	3835	1486		544
Gayette County	2217	23700				2157	3379		332
Franklin Co. Rural Dist.	133	26337					3903	2930	914
Russellville, City of		1600				1670			
Totals for County	133	26937				1670	3903	2930	914
Geneva County		30663	193			504	9104	590	394
Greene County	3867	20372	900			986	304	435	813
Hale County Rural Dist.	57	26584			200	439	452	3363	162
Greensboro, City of		3350				1177			138
Totals for County	57	29934			200	1616	452	3363	300
Henry County		19894				1456	1452	323	200
Houston Co. Rural Dist.	254	35954	277			2478	1793	3635	311
Dothan, City of	489	3743	2500			13400			
Totals for County	743	44702	2777			15878	1793	3635	311
Jackson Co. Rural Dist.		33411	1753			1634	5542	675	4195
Bridgeport, City of	39	1859	823						
Totals for County	39	40270	2584			1634	5542	675	4195
Jefferson Co. Ru'l Dist.	1037	193712		2615	550	7553	21660	14904	17242
Bessemer, City of		25000	12500	29592		300			58
Birmingham, City of		242953	239434		3677	50022			304
Totals for Cities		267963	251934	29592	3677	50322			362
Totals for County	1037	461665	251934	32207	4327	57380	21660	14904	17604

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RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of sch'lhouses	From all other sources	Total
Lamar County	122	24417	1978			2586	2749	745	1694	3429
Lauderdale Co. R'l Dists.		34382				496	914	10460	637	4696
Lorence, City of	39	6886	3740			2802			15	1343
Totals for County	39	41198	3740			3298	914	10460	652	6030
Lawrence County	118	25627						600		2634
Lee County Rural Dists.	24	22348	50			1263	1001	500	517	2569
Opelika, City of	21	5435	5902			4045				1540
Phoenix, City of	94	4493	737			1526				685
Totals for Cities	115	9928	6639			5571				2225
Totals for County	139	32271	6689			6834	1001	500	517	4795
Limestone County	781	28640	1000			900		7458		3877
Lowndes County	54	34857				859	1501	6495	2393	4615
Macon County Ru'l Dists.	378	30786				873	740	3693	1103	3707
Wakegee, City of		2724	1796			1420				594
Totals for County	378	33509	1796			1793	740	3693	1103	4301
Madison Co. Rural Dists.	310	54019				2060	811	11020	3504	7172
Montville, City of		8972	9526	40000		802				5920
Totals for County	310	62991	9526	40000		2862	811	11020	3504	13102
Marion Co. Rural Dists.	31	41886	775		200	408	100	100	999	4443
Memphis, City of		5868	1800			1256			335	875
Totals for County	31	47254	2575		200	1662	100	100	1334	5325
Marion County	503	23368				510	3046	200	188	2781
Marshall County	157	40022				1780	3560			5051
Mobile Co. Rural Dists.	207	108516			315	7157		18028	2091	13631
Mobile, City of		137203								13720
Totals for County	207	245719			315	7157		18028	2091	27351
Monroe County	322	30231				1078	2168	1631	3159	3260
Montgomery Co. R. Dists.	364	56260				1625	1147	1424	2080	6290
Montgomery, City of	174		92500							9267
Totals for County	538	56260	92500			1625	1147	1424	2080	15557
Morgan Co. Rural Dists.	101	34619	327	7964	10104	3304	2397	585	237	5953
Albany, City of	38			16244		4402			3	2068
Decatur, City of	1858	3850		4627		2011				1234
Totals for Cities	1896	3850		20871		6413			3	3303
Totals for County	1997	38369	327	28835	10104	9717	2397	585	240	9257
Perry County Ru'l Dists.		31915		150		242	349	1950	3552	3805
Marion, City of	2458	3273				990				682
Totals for County	2458	35289		150		1232	349	1950	3552	4487
Pickens County	516	34117	2180		1853	5817	2673	2981	2224	5236
Pike County Rural Dists.		29089				1501	1627	1680	2496	3634
W. City of		5922	6477			135			55	123
Totals for County		34961	6477			1636	1627	1680	2551	48
Polk Co. Ru'l Dists.	38	29316				1255	6454	4503	2434	
W. City of						1212	1024			

DEPARTMENT OF EDUCATION.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county fund)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of schoolhouses	From all other sources
Russell Co. Rural Dist.	75	25706	1000			1422	2127	1456	1794
Girard, City of		5000	1937			1151			1210
Totals for County	75	28706	2937			2573	2127	1456	3004
Shelby County	118	39393	1247	568	4875	3663	2472	3410	8062
St. Clair County	357	31866	1825			2367	8942	5162	1034
Sumter County	3	36395	250			2091	214	3187	3271
Talladega Co. Ru'l Dist.	11020	38523	489			1734	3763	2179	1670
Sylacauga, City of	39	3159				1148			
Talladega, City of		10854	1898			3012			80
Totals for Cities	39	14013	1898			3160			80
Totals for County	11059	42336	1877			4894	3763	2173	1750
Tallapoosa Co. R'l. Dist.	123	40735	1212		350	3005	4754	3673	1657
Alexander City, City of		2900	2000			2320			950
Totals for County	123	43635	3212		350	5325	4754	3673	2607
Tuscaloosa Co. R'l. Dist.	1873	50907				2074	6780	3330	3378
Tuscaloosa, City of	293	15150	3000			9074			50
Totals for County	2166	66057	3000			11148	6780	3330	3928
Walker Co. Rural Dist.	567	40810	1162		324	11291	4180	2848	3900
Jasper, City of		2750	875			3797			335
Totals for County	567	43570	2037		324	15088	4180	2848	9235
Washington County		19638				47	1455	250	234
Wilcox County	241	35670			214	1872	626	232	705
Winston County	31	20336				189	589	212	364
Rural Districts	\$ 37979	\$2382156	\$ 30642	\$ 11443	\$ 19785	\$123309	\$231040	\$219069	\$137046
Totals for Cities	12869	631523	421923	155739	4177	150662	1084		24495
Grand Total	50847	3013679	452565	167182	23962	274471	232124	219069	161541

DISBURSEMENTS

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Super- vising Principals	Total Salaries of Superisors	Salaries of Principals	Salaries of Teachers
Autauga County Rural Dist.	\$ 1029				\$ 1029	\$ 3058	\$ 16687
Prattville, City of						900	4905
Totals for County	1029				1029	3958	21592
Baldwin County	2000		570		2570	8885	33767
Barbour County Rural Districts	1411				1411	8125	27985
Eufaula, City of		1800			1800	1805	5310
Totals for County	1411	1800			3211	7430	33295
Bibb County	1256				1256	13521	29907
Blount County	1080		187		1267	10819	21564
Bullock County Rural Districts	2000				2000	7807	20819
Union Springs, City of		2000			2000	1815	6007
Totals for County	2000	2000			4000	8622	26826
Butler County Rural Districts					1696	11217	28355
Greenville, City of		1500			1500	360	5423
Totals for County	1696	1500			3196	11577	33778
Calhoun County Rural Districts	2324		2510		4834	9506	24006
Anniston, City of		2100			2100		20249
Jacksonville, City of							3225
Piedmont, City of		1200			1200		4415
Totals for Cities		3300			3300		27889
Totals for County	2324	3300	2510		8134	9506	51895
Chambers County Rural Dist.	2000				2000	18017	36941
Lanett, City of		1500		1185	2685	200	5415
Totals for County	2000	1500		1185	4685	18217	42356
Cherokee County	1020				1020	8432	14319
Chilton County	1500				1500	10062	25309
Choctaw County	1022				1022	9862	17625
Clarke County	1500		240		1740	7430	34360
Clay County	1200		300		1500	13080	27045
Cleburne County	680				680	3415	14876
Coffee County Rural Districts	1500		250		1750	13897	19799
Enterprise, City of		1200			1200	350	3520
Totals for County	1500	1200	250		2950	14247	23119
Colbert County Rural Districts	1196				1196	3883	17013
Sheffield, City of		1238			1238	324	5791
Tuscumbia, City of						1875	4140
Totals for Cities		1238			1238	2199	9931
Totals for County	1196	1238			2434	6082	26944
Conecuh County	1200		279		1479	8244	22957
Cosa County	1200		300		1500		29335
Covington County Rural Dist.	1500				1500	10969	31114
Andalusia, City of		1350			1350	1115	6750
Florala, City of		1000			1000	350	3075

DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teacher's Supplies (Crayons, Erasers, Tablets, Textbooks, Furniture, etc.)	New Equipment (not Replacements)	New Bldgs. and G'ds. Alternates of Old Bldgs. (not repairs)	Repairs, Replacement of Equipment, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
\$ 20774	\$ 491	\$ 122	\$ 30	\$ 168	\$ 235	\$ 75	\$ 30	\$ 252	\$ 20	\$ 20774
5805	436	146	70	168	110	110	90	252	20	5805
26579	926	268	100	168	235	185	120	252	20	26579
45222	881	1474	207	958	1481	825	387	250	79	45222
35624	458	180	116	268	1116	495	274	108	10	35624
8415	135	50	15	25	150	75	75	225	10	8415
48939	591	230	131	323	1116	1116	349	388	20	48939
44694	1235	1467	512	774	2129	1946	1066	614	614	44694
33150	99	89	89	900	900	900	1348	1348	80	33150
30128	238	2812	156	675	1230	242	388	36	34	30128
9322	10805	489	46	489	270	270	224	304	34	9322
39448	46042	2751	602	675	1280	512	612	540	54	39448
41268	44392	216	327	289	828	428	212	432	75	41268
7283	8395	40	40	233	233	187	187	190	75	7283
48551	780	215	367	289	828	681	399	622	75	48551
38346	44083	1104	154	674	1407	628	1199	175	245	38346
23349	65242	25427	100	6873	1241	1241	1162	1420	245	23349
2225	4056	108	15	150	100	459	123	150	50	2225
5515	7150	40	115	150	100	500	400	130	50	5515
31189	16448	25527	115	150	6873	2194	1585	1750	295	31189
69535	120531	26631	299	824	8880	2727	2834	1925	295	69535
55955	67958	1339	318	832	3513	3329	1289	185	5	55955
8300	23352	200	50	1000	12500	500	597	200	5	8300
55258	91290	1539	388	1832	16013	3889	1886	385	5	55258
23771	27366	110	63	256	1855	232	570	21	31	23771
36871	39022	431	89	588	44	347	214	21	30	36871
28509	33250	1185	79	372	1136	1114	144	144	21	28509
45530	443	1573	163	657	2020	306	186	186	219	45530
41626	45365	607	215	387	1391	695	714	263	50	41626
18971	21913	657	246	910	251	229	235	65	80	18971
35445	43564	2072	130	1515	3285	613	129	129	10	35445
4870	6474	123	22	130	70	70	119	135	10	4870
40318	49039	2200	152	1746	3285	682	248	135	10	40318
22082	44932	414	93	1170	12580	119	400	50	20	22082
7353	9835	264	20	50	450	82	265	243	20	7353
6015	6484	20	20	50	90	90	179	180	20	6015
13363	15399	264	40	50	450	172	444	428	20	13363
35440	60731	678	133	1220	13030	291	844	478	20	35440
32580	41203	1479	270	1358	4231	751	201	135	64	32580
30635	39236	382	382	448	702	411	363	363	80	30635
43583	51504	415	207	1070	3911	684	353	110	80	43583
9215	10861	86	48	30	991	991	213	225	58	9215
4425	4332	122	12	12	14	14	106	305	58	4425

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superisors	Salaries of Principals	Salaries of Teachers
Totals for Cities		2350			2350	1465	9825
Totals for County	1500	2350			3850	12434	40939
Crenshaw County	1092		287		1379	12318	21502
Cullman County Rural Districts	1519				1519	11627	26458
Cullman, City of						1141	3905
Totals for County	1519				1519	12668	30363
Dale County Rural Districts	1400				1400	8298	22490
Osark, City of		1850			1850	1100	2890
Totals for County	1400	1850			2750	9398	25380
Dallas County Rural Districts	2400				2400	7350	29291
Selma, City of		2700			2700	4200	25820
Totals for County	2400	2700			5100	11550	55171
DeKalb County	1800		150		1950	15839	28591
Elmore County	1484				1484	17327	31162
Escambia County Rural Dist.	1690		344		2034	8066	26632
Brewton, City of		1440			1440	290	5185
Totals for County	1690	1440	344		3474	8346	31817
Etowah County Rural Districts	1500				1500	6842	23040
Alabama City, City of		1500			1500		4838
Attalla, City of		810			810		3050
Gadsden, City of		2100		810	2910	2100	18624
Totals for Cities		4410		810	5220	2100	26512
Totals for County	1500	4410		810	6720	8942	49552
Fayette County	1200		107		1307		26676
Franklin County Rural Dist.	980				980	9222	17733
Russellville, City of						800	2200
Totals for County	980				980	10022	19933
Geneva County	1183				1183	15791	21443
Greene County	1200		300		1500	3320	18257
Hale County Rural Districts	1150		75		1225	5455	19842
Greensboro, City of						1800	2520
Totals for County	1150		75		1225	7255	22362
Henry County	800				800	7574	13121
Houston County Rural Districts	1200		1175		2375	8260	27114
Dothan, City of		2500			2500	2890	13480
Totals for County	1200	2500	1175		4875	11150	40594
Jackson County Rural Districts	1411		400		1811	7183	35439
Bridgeport, City of						777	1516
Totals for County	1411		400		1811	7960	36955
Jefferson County Rural Dist.	5000		10870		15970	74132	129190
Bessemer, City of		2200			2200	4040	26258
Birmingham, City of		4200	2700	50768	57668	1968	370265
Totals for Cities		6400	2700	50768	59868	6008	396523
Totals for County	5000	6400	13570	50768	75838	80140	525713

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teach'g Supp's (Crayons, Brushes, Tablets, Textbooks, etc.)	New Equipment (not Replacements)	New Bldgs. and Grds., Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equipment, Inc., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
15748	1086	208	55	80	3911	1005	317	430	58	18840
67247		623	262	1100		1689	678	540	138	57223
36529	163	28	49				834	178	80	25199
52159	4371	325	99	2359	3819	475	1070	89	97	39504
8780	276	120	15	189	2646	51	150	337		5046
60929	4647	445	114	2498	6455	527	1220	376	97	44560
35448	1	259	257	897	1275	195	330		46	32188
6805	20	300	25	30		300	100	180	10	5340
42253	21	559	282	927	1276	995	430	180	66	37528
40725	632	204	123	164	12	315	234			39041
	1200	4393		782	500	758	408	1474	960	32780
84075	1832	4597	128	946	612	1073	637	1474	960	71821
56441	397	332	193	870	5511	253	1600			47380
73230	347	587	250	1289	18668	1325	658	88	47	49973
45034	3226	1129	137	893	1874	602	174		267	36732
7600		420	25					225	25	6905
52634	3226	1649	162	893	1874	602	174	225	292	43637
		119	201	118	202	216	142		80	31382
9230	327	1873	13	280				399		6338
7083	2131	65	80	462		164	107	197	17	3860
29536	791		327	618		2262	1021	383		22634
45949	3249	1933	420	1360		2426	1128	1479	17	32832
78307	3249	3057	621	1476	202	2642	1270	1479	97	65214
32035	2539		46	185	25	250	836	145		27983
33242	1598	97	57	449	2639	174	293			27935
3270				10			100	160		3000
36512	1598	97	57	459	2639	174	398	160		30935
41653	499	351	347	303	1322	250	64			39417
27678	2549	316	74	239	157	670	395	175	36	23077
36262	506	374	63	194	8293	113	197			26522
4665		48				55	131	111		4320
40927	506	422	63	194	8293	163	328	111		30842
23330	260	196		117	752	218	217	29		21495
44705	186	1382	444	915		352	239	109		37753
25137	351	351	2422			1000	891	1153	450	18970
59842	186	1733	2866	915	3320	1352	1120	1262	450	58628
52265	1882	159	154	975	2863	1108	486	205		44433
2724	14	25	40	25		115	98	114		2293
	1896	184	194	1000	2863	1223	584	319		46726
259376	2101	4576	1833	4233	16181	5020	5221	861	5	219292
	3552	6650	150	2000	17000	1000	2800	1900	100	32493
536440		5041	5479	2485	21689	16583	20178	29503	5580	429901
603890	3552	11691	5629	4486	38689	17583	22778	31403	5680	462399
863268	5653	16266	7462	8774	54870	22603	27999	32264	5686	681691

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Lamar County	1200		480		1680		20785
Lauderdale County Rural Dist.	1800				1800	8807	25447
Florence, City of		1500			1500	380	8996
Totals for County	1800	1500			3300	9187	34443
Lawrence County	985				985	6110	18400
Lee County Rural Districts	1856				1856	5675	17420
Opelika, City of		1650			1650	1900	8582
Phoenix, City of						800	4184
Totals for Cities		1650			1650	2700	12716
Totals for County	1856	1650			3506	8375	30136
Limestone County	1800				1800	5099	21517
Lowndes County	1800		180		1980	10075	24046
Macon County Rural Districts	1260		650		1910	5739	23273
Tuskegee, City of						1515	8775
Totals for County	1260		650		1910	7254	27148
Madison County Rural Dist.	4000				4000	15645	35371
Huntsville, City of		1800			1800	3000	12160
Totals for County	4000	1800			5800	18645	47521
Marengo County Rural Dist.	1838				1838	11039	30195
Demopolis, City of						2175	5368
Totals for County	1838				1838	13214	35563
Marion County	1000		287		1287	8197	16538
Marshall County	1125				1125	30590	11370
Mobile County Rural Districts			2100		2100	21172	58121
Mobile, City of		3000		7846	10846	17132	79061
Totals for County		3000	2100	7846	12946	38304	137182
Monroe County	1650		100		1750	26672	6183
Montgomery County Ru'l Dist.	1800		2000		3800	11210	42318
Montgomery, City of		3000		1800	4800	10184	64563
Totals for County	1800	3000	2000	1800	8600	21394	107881
Morgan County Rural Districts	1850				1850	10531	22779
Albany, City of		1725			1725		14339
Decatur, City of		1680			1680	450	6480
Totals for Cities		3405			3405	450	20819
Totals for County	1850	3405			5255	10981	43598
Perry County Rural Districts	1357		300		1657	6840	23928
Marion, City of		1500			1500		2320
Totals for County	1357	1500	300		3157	6840	26248
Pickens County	1200		1010		2210	10003	28099
Pike County Rural Districts	1336				1336	4839	25647
Troy, City of		1800			1800		3415
Totals for County	1336	1800			3136	4839	34062
Randolph County Rural Dist.	1248				1248	12319	22723
Roanoke, City of		2000			2000		6045

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teaching Supplies (Crayons, Erasers, Tablets, Textbooks, etc.)	New Equipment (not Replacements)	New Bldgs. and C'ds., Alterations of Old other Upkeep Charges	Repairs, Replacement of Equipment, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervisors	Total Salaries of Teachers, including Supervisors
34290	120	756	107	362	1069	198	577	187		30919
46869	72	272	212	3260	7200	246	191		62	35354
13432	15	240	128	229	12	894	400	567	181	10856
60801	67	512	340	3489	7212	1050	591	567	245	46210
26340		150			600					25496
25696	27	24	117	251	376	125	128	20	180	24451
16408	112	1369	59	75		242	835	585		12182
6850	84	81	401	46	577	424	148	184		4934
22253	196	1424	460	121	577		981	749	18	17066
47951	228	1448	577	272	952	791	1109	769	198	41517
38779	3532			495	6200				76	28416
	532	1206	181	838	6991	1182	332		26	36081
37072	1146		72	686	3169	278	136		80	21013
5940			20			50	400	180		5290
43012	1146	492	92	686	3169	328	335	180	80	26308
71724	8228	783	309	1987	2627	1260	1273	271	80	55016
59300		100	185	6000	34000	200	900	765	200	18950
	8228	889	494	7987	36527	1450	2178	1036	280	71966
44497	100		36		690		125			48072
8759		570	25				333	288		7543
53256	100	580	61	398	690	66	458	288		50516
27815	126	760	26	8	200	102	510	55	56	25972
50519	5544					830	1560			43085
136314	1994	41011	918	602	4081	1443	1700	1092	2230	51393
137203		3323	2048	3256	7412	5142	2171	4579	2228	107039
273517	1994	44339	2868	3858	11442	6585	3871	6671	4458	188482
38609	577	414	84	487	1703	440	279	20		24605
62900	943	563	201	938	1277	469	574	77	130	57823
92674	197	870	1315	563	278	1548	2319	5051	1011	79527
155574	1140	1733	1518	1501	1560	2017	2993	5128	1141	156555
59538	2773	1327	690	1209	16726	749	617	237		35160
20687	488	51	202	89	2015	442	401	755	130	16064
12346	2936	14	51	39		56	250	390		8610
	3424	85	253	128	2015	498	651	1145	130	24674
92571	6197	1392	943	1337	13741	1247	1268	1432	130	59834
33053		89	63	352	4743	157	126	85		32425
6821	2458	257	5			139	26	66	50	3920
	2458	345	88	352	4743	296	151	151	50	36245
52351	2990	672	167	1424	4747	577	1062	340	80	40312
36343	733	538	143	694	908	1615	281	79	80	31872
12599	400	28	50	475	275	125	460	318	253	10215
48942	1133	565	193	1169	1183	1140	741	397	633	32087
44000	53	314	182	1220	4753	482	628		78	36290
10000		1006	24	27		94	337	240	199	8045

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Totals for County	1248	2000			3248	12319	28768
Russell County Rural Districts	1139		675		1814	6502	17456
Girard, City of		1250			1250	1832	4927
Totals for County	1139	1250	675		3064	8334	22383
Shelby County	1200				1200	16358	30494
St. Clair County	1282		697		1879	12402	26436
Sumter County	1399				1399	11285	24710
Talladega County Rural Dist.	2072				2072	10329	32086
Elyacauga, City of						1350	2700
Talladega, City of		2025		630	2655	1710	8989
Totals for Cities		2025		630	2655	3060	11689
Totals for County	2072	2025			4727	13389	43775
Tallapoosa County Rural Dist.	1350		976		2326	13427	32466
Alexander City, City of						8166	8110
Totals for County	1350		976		2326	16592	26576
Tuscaloosa County Rural Dist.	3000		1105		4105	15856	40860
Tuscaloosa, City of		2200			2200	4470	19648
Totals for County	3000	2200	1105		6305	20326	60508
Walker County Rural Districts	2000		1150		3150	20577	55917
Jasper, City of		1670			1670		5362
Totals for County	2000	1670	1150		4820	20577	41279
Washington County	757				757	4240	16100
Wilcox County	1372				1372	5806	30946
Winston County	1000				1000	3432	16788
Rural Districts	\$100300	\$	\$ 29984	\$	\$130284	\$785522	\$1789737
Totals for Cities		60488	2700	68039	126227	79218	827600
Grand Total	100300	60488	32684	68039	258511	814735	2617337

DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teach'r Supp's (Crayons, Erasers, Tablets, Textbooks Furn'd, etc.)	New Equipment (not Replacements)	New Bldgs. and G'ds., Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equipment, Inc., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
54000	53	1320	206	1247	4782	576	965	240	276	44335
31580	387	2152		483	1745	291	265	122	278	26772
9298	26		405			240	381	287		8009
40878	413	2152	489	483	1745	531	646	360	278	28781
	1865	261	129	854	8208	758	838	327	93	48652
49053	121	523	260	1165	5185	531	371		80	40717
45361	1453		114	312	3204	625	845	336	305	37344
59672	10230	491	263	482	1557	965	788	124	280	44487
4346	73	64	18			8	55	78		4050
			30	85	70	49	292	414	40	13854
18480	73	64	48	85	70	57	347	492	40	17404
78352	10303	555	316	557	1627	1022	1135	616	320	61891
55520		712	199	743	3533	355	1369	229	180	48219
8170		537	35	500	200	140	308	180		6275
63690		1249	234	1243	3733	496	1672	409	160	54494
70892	1980	955	296	1333	4247	454	1135	66	45	60321
	498	1140	400	474		1002	704	1955	76	26315
103459	2473	2105	596	1807	4247	1458	1889	2021	121	84639
70082	727	1115	376	1284	3600	1231	1313	712	60	59644
7817		227	33			59	206	260		7082
77399	727	1342	409	1284	3600	1290	1519	972	80	68576
21674	14	9	54	248	170	32	5		46	21097
39551	103	370	93	83	329	120	250	90		38123
22221	111	218	126	167	122	101	66		100	21220
\$3192369	\$ 83715	\$ 35409	\$ 13134	\$ 49488	\$210317	\$ 39679	\$ 40301	\$ 9107	\$ 6276	\$2655543
1402471	23769	56104	14463	20075	106721	38261	40436	57622		1033040
4595440	107484	141513	27597	69563	317038	77940	90737	66729	18256	3683583

COUNTY HIGH SCHOOLS

Enrollment, Graduates, Age of Pupils, Teachers, Libraries, Buildings, Equipment

COUNTIES	Enrollment										No. of Grad- uates	Average Age of Pupils		Living 3 Miles or More from School	Number of Teachers Employed			Value of Library	Value of Buildings and Sites	Value of Equipment	Scientific Apparatus and Teaching Supplies			
	Male					Female						Total	Male		Female	Total								
	First year	Second Year	Third Year	Fourth Year	Total	Preparatory	First Year	Second Year	Third Year	Fourth Year	Total			Preparatory			Grand Total							
Autauga	18	12	5	8	43	...	18	16	20	9	63	108	6	9	15	30	2	2	4	550	\$ 350	\$ 12500	\$ 1000	\$ 350
Barbour	13	18	9	11	51	...	17	13	17	18	60	111	10	12	17	64	2	1	3	759	400	12000	2000	600
Bibb	28	28	18	12	86	13	25	20	18	8	68	179	12	8	17	120	2	3	5	420	400	18000	1250	250
Blount	39	29	27	15	110	...	42	27	12	15	96	206	6	12	19	137	2	1	3	300	250	16000	1500	75
Calhoun	21	13	6	3	43	...	18	16	11	13	58	101	3	13	19	46	2	2	4	410	500	18000	1500	700
Chambers	11	18	11	7	47	10	12	8	4	8	32	98	6	7	17	46	2	2	4	120	75	5000	600	130
Cherokee	25	3	2	8	38	...	11	9	2	5	27	63	6	5	18	26	1	2	3	172	125	12500	2500	100
Cherokee	31	21	15	6	73	...	32	25	8	6	71	144	5	4	16	69	4	4	8	106	200	24000	1900	310
Chilton	11	9	3	4	27	...	5	4	6	2	17	44	3	1	17	23	2	1	3	300	250	7500	350	100
Choctaw	11	14	14	5	44	17	8	4	7	10	29	101	8	9	17	46	3	1	4	650	525	12500	300	175
Clarke	38	33	21	9	101	...	22	24	22	8	76	177	8	5	18	42	2	2	4	265	205	13500	532	525
Clay	11	7	3	1	22	...	12	7	6	1	26	45	1	1	17	15	2	1	3	200	225	10000	200	400
Cleburne	25	13	16	10	64	8	22	28	25	8	84	183	2	4	16	66	3	4	6	250	150	31000	2500	500
Coffee	25	8	5	3	41	...	13	13	8	5	34	75	2	5	18	40	2	1	3	70	60	13250	750	600
Colbert	19	8	5	...	32	12	23	9	7	2	41	94	...	2	17	47	1	3	4	50	150	9000	1200	465
Conecuh	5	14	2	4	25	33	4	6	5	2	17	96	2	2	19	82	2	2	4	50	50	9000	1000	250
Cook	20	9	5	2	36	...	21	10	8	2	41	77	...	2	16	17	17	2	4	650	175	30000	1200	75
Covington	50	20	18	8	104	...	35	23	13	12	83	187	7	11	20	99	2	2	4	200	275	25000	500	150
Cullman	24	11	8	18	56	...	15	12	5	5	37	93	11	5	18	43	1	2	3	525	400	10000	1000	550
DeKalb	21	9	3	1	34	...	19	17	7	3	46	80	1	3	16	16	2	2	4	306	150	13000	900	200
DeKalb	22	10	3	1	36	16	20	19	3	4	46	111	1	3	18	51	2	2	4	25	50	12000	1000	10
Elmore	35	14	6	8	63	...	23	10	9	7	49	112	7	8	17	56	3	2	4	275	160	18000	750	850
Etowah	33	13	10	12	73	...	34	17	14	6	71	144	10	6	17	93	1	1	3	1000	850	30000	500	300

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County	26	24	13	9	32	25	41	16	16	12	35	51	233	31	14	16	15	57	2	1	3	75	200	18,000	500	380
Franklin	26	20	7	3	61	22	27	22	14	5	71	29	183	8	7	17	16	61	2	2	4	100	125	11,000	1,000	200
Geneva	27	12	8	6	53	22	32	20	6	9	67	120	120	4	6	17	16	46	2	2	4	457	350	10,000	450	750
Henry	27	15	6	3	50	22	12	9	10	7	35	15	125	2	7	18	17	29	2	2	4	380	300	18,000	1,000	300
Houston	20	10	7	5	42	25	25	9	8	5	47	89	89	4	3	18	16	42	2	1	3	800	500	15,000	350	500
Jackson	27	26	20	14	86	20	18	23	16	14	65	16	187	10	13	17	15	77	3	2	5	450	350	14,000	500	250
Lamar	12	14	12	2	40	13	22	10	4	6	42	7	102	2	5	17	16	33	2	2	4	150	160	8,000	1,000	250
Lauderdale	29	7	14	12	62	24	26	11	13	10	60	32	178	9	9	18	16	55	3	2	5	325	130	8,500	600	125
Lawrence	17	18	11	3	54	8	10	11	13	7	41	16	119	5	6	18	17	44	2	3	5	500	200	12,000	1,250	100
Lee	11	17	5	6	39	16	16	9	6	6	27	76	76	2	2	16	15	19	2	1	3	350	400	15,000	700	300
Limestone	19	8	4	5	35	16	9	6	7	5	27	83	83	4	5	16	15	34	2	1	3	250	300	12,000	1,500	250
Lowndes	6	12	9	3	30	2	2	8	10	6	27	57	57	1	5	16	16	27	2	1	3	250	800	9,000	600	400
Macon	10	9	11	4	34	14	14	11	8	7	40	74	74	3	7	16	15	21	1	1	3	80	50	15,000	250	25
Madison	13	16	7	6	47	14	14	8	9	7	23	35	35	4	8	17	16	45	2	1	3	300	400	23,000	500	600
Marengo	8	13	7	3	29	45	6	9	7	5	26	55	55	3	5	17	16	26	1	3	4	360	300	10,000	1,000	250
Marion	20	19	18	8	55	13	13	8	3	4	27	17	164	7	2	17	17	79	2	2	4	250	200	12,000	1,000	300
Marshall	36	15	20	11	82	23	23	15	7	5	60	142	142	6	4	17	16	75	2	1	3	250	175	25,000	2,000	200
Monroe	17	17	12	8	54	30	25	13	13	9	53	112	112	3	4	17	16	80	1	3	4	200	100	15,000	1,000	500
Morgan	22	18	11	3	56	30	30	20	10	6	66	122	122	7	8	17	16	47	2	2	4	200	200	12,100	1,200	315
Perry	31	26	9	7	72	16	16	16	8	5	47	119	119	4	2	16	15	42	1	2	4	450	225	25,000	2,000	1,000
Pickens	19	16	11	7	53	10	10	13	3	4	30	83	83	7	1	17	16	42	1	2	3	75	100	15,000	500	300
Pike	20	8	5	5	41	7	7	5	11	7	31	72	72	3	6	17	17	25	2	1	3	250	300	15,000	2,000	200
Randolph	19	16	13	7	55	22	19	14	6	4	43	23	143	6	4	22	19	60	2	2	4	450	175	12,500	1,000	250
Shelby	21	16	23	3	68	13	13	8	17	10	48	116	116	7	10	17	16	65	2	1	3	213	150	13,000	500	250
St. Clair	8	9	3	11	36	10	10	12	5	3	30	66	66	9	3	16	17	34	2	1	3	350	350	10,000	800	250
Sumter	12	17	18	5	52	13	13	18	7	5	43	96	96	4	5	16	16	47	2	1	3	130	120	12,900	575	250
Talladega	12	11	11	2	36	17	17	9	4	6	36	72	72	2	6	17	15	37	2	1	3	170	130	11,000	750	140
Tallahatchee	16	9	8	9	42	17	17	10	7	7	41	83	83	6	7	17	17	27	2	1	3	429	400	12,500	225	70
Tallapoosa	27	25	16	25	94	33	33	21	14	20	93	187	187	22	18	17	16	76	2	3	5	425	375	10,000	400	400
Walker	18	12	16	7	53	10	10	12	3	3	34	87	87	6	7	15	14	44	1	3	4	85	25	10,250	1,000	75
Wilcox	15	6	7	3	31	23	6	3	3	3	15	24	24	3	3	17	15	36	2	2	4	85	25	10,250	1,000	75
Winston	15	6	7	3	31	23	6	3	3	3	15	24	24	3	3	17	15	36	2	2	4	85	25	10,250	1,000	75
Totals	1145	801	500	376	2382	333	1000	719	463	374	2586	311	6113	234	325	17	15	2657	103	99	202	16322	13005	972500	50232	17215

of site; school building burned during session.

5000

COUNTY HIGH SCHOOLS

Financial—Receipts and Disbursements

COUNTIES	Balance from Previous Year.	State Appropriation.	Town or City Appropriation.	County Board of Education.	Board of Revenue or Commission- ers' Court.	Matriculation fees.	From all other Sources.	Overpayment or Indebtedness.
Lutauga	\$ 155.15	\$ 3,000.00				\$ 490.00	\$ 377.65	
Barbour		3,000.00				495.00	250.00	
Bibb		3,000.00		2,000.00		800.00	125.00	
Blount		3,000.00				635.00	.88	
Calhoun	161.91	3,000.00		40.00	300.00	397.50	64.93	
Chambers		3,000.00		385.00		442.50	74.90	
Cherokee	105.90	3,000.00				277.50	31.15	
Chilton		3,000.00	270.00	420.00		608.00		
Choctaw	18.26	3,000.00				147.50		
Clarke	.56	3,000.00		420.00		417.95	781.91	
Clay		3,000.00				670.00	1,551.08	
Deburne	12.39	3,000.00				220.00	100.00	53.4
Douglas	3.00	3,000.00	1,250.00			1,015.00		
Dolbert	10.24	3,000.00				312.35	272.80	
Donecuh	1.57	3,000.00		875.00	250.00	350.00	89.26	193.7
Douglas		3,000.00				342.50	266.72	
Durham	.59	3,000.00				262.50		
Fulton		3,000.00		250.00	250.00	777.25	36.00	.1
Gaillard	84.97	3,000.00				525.00		
Greene		3,000.00				354.00	49.88	
Hammond	60.70	3,000.00		225.00		576.50	275.81	
Hartwell	375.19	3,000.00		875.00		472.50	39.50	
Heard		3,000.00				1,232.50	435.00	220.0
Henry		3,000.00		585.00		1,348.00		
Holston	31.48	3,000.00		300.00		767.50	115.32	
Jackson	5.77	3,000.00	85.00			931.50	8.00	
Jefferson		3,000.00	275.00	400.00		1,065.00	33.50	
Johnson		3,000.00	500.00	500.00		1,405.00	34.00	
Kane	18.54	3,000.00		450.00		489.00		
Kaufman		3,000.00		675.00	100.00	790.00	498.51	
Kearney	10.48	3,000.00		150.00	200.00	530.00	209.34	
Kelley		3,000.00		245.48		330.00		
Kimberly	148.78	3,000.00				242.50	132.15	
Knox	4.39	3,000.00		200.00	67.25	300.00	46.48	
Lamar		3,000.00		200.00		340.00	36.00	
Lauderdale	170.67	3,000.00	104.00			733.90	15.29	
Lawrence		3,000.00		270.00		297.50	110.00	
Leake	90.65	3,000.00	11.00	180.00		689.00	123.94	
Liberty		3,000.00				508.00	109.65	
Madison		3,000.00		600.00		477.50	169.75	
Madison	314.77	3,000.00		263.00		557.50	147.15	
Marion	2.04	3,000.00		500.00		647.00		
Marshall		3,000.00	230.00	200.00	150.00	468.00		
Monroe		3,000.00				428.00	27.15	25.0
Morgan		3,000.00		508.00		632.50	49.50	
Murray		3,000.00		250.00		512.50	31.50	
Nash	283.25	3,000.00				300.00	100.00	
Newton	20.12	3,000.00		225.00		425.00	2.50	
Norman		3,000.00				320.00	62.00	13
Oak						305.00	91.25	

DEPARTMENT OF EDUCATION.

COUNTY HIGH SCHOOLS—Continued Financial—Receipts and Disbursements

Total	Salary of Principal	Salaries of other Teachers	Wages of Janitors	Fuel, Water, Lights, Etc.	Repairs & Replacement of Equipment, Insurance and other Upkeep Charges	New Grounds and Buildings, Alterations of Old Buildings (not repairs)	Other Expenses	Balance on hand
\$ 4,022.80	\$ 1,500.00	\$ 1,985.00	\$ 90.00	\$ 100.00	\$	\$ 175.00	\$ 155.86	\$ 65.94
3,745.00	1,350.00	1,475.00	150.00	175.00	280.00		238.11	76.89
5,925.00	2,000.00	3,150.00	125.00	195.25	225.50	75.25	153.00	
3,535.88	1,500.00	1,665.00	189.40	79.48	82.51	19.99	49.55	
2,954.34	1,500.00	1,339.95	67.50	271.27	276.87	24.75	4.00	
2,902.40	1,400.00	1,985.00	90.00	82.87	196.39		79.92	118.22
3,414.55	1,500.00	1,850.00	72.00	56.85	235.41	16.72	129.80	52.77
4,498.00	1,375.00	2,040.00	180.00	431.32	218.20	25.00	218.45	20.03
3,165.76	1,300.00	1,600.00	45.00		112.50		91.67	16.59
4,620.42	1,400.00	2,115.00	90.00	206.55	72.50	423.31	304.15	8.81
5,221.03	1,400.00	2,070.00	96.15	140.46	185.46	870.72	227.50	280.74
3,385.85	1,200.00	1,530.00	45.00	55.75	387.50	16.25	151.35	
5,268.00	1,350.00	3,090.00	135.00	327.00	149.00		52.84	164.16
3,595.39	1,500.00	1,440.00	95.00	58.00	292.41		81.22	129.26
4,759.55	1,500.00	2,470.00	122.50	280.02	139.51	95.61	151.91	
3,609.22	1,320.00	1,575.00					714.22	
3,263.09	1,172.50	1,852.50	16.00				222.89	
4,313.35	1,400.00	2,070.00	135.00	303.33	249.22		154.75	
3,609.97	1,500.00	1,480.00	50.00	100.00	125.00	50.00	99.29	205.68
3,403.88	1,350.00	1,440.00	90.00	102.30	210.00		101.54	109.54
4,138.01	1,350.00	1,992.00	153.70	204.16	365.50		70.00	2.65
4,762.19	1,500.00	2,296.75	30.00	50.10	29.95	27.11	215.71	582.57
4,887.50	1,500.00	1,259.50	270.00	450.00	523.00	250.00	635.00	
4,933.00	1,500.00	1,995.00	165.00	905.69	164.00		44.40	158.91
4,214.30	1,400.00	2,115.00	182.50	122.94	155.12	122.00	56.35	60.39
4,030.27	1,500.00	1,905.00	90.00	85.00			450.27	
4,773.50	1,350.00	2,250.00	192.50	210.25	296.92	133.39	230.58	9.86
3,417.50	1,500.00	1,324.50	100.00	32.19	180.00	25.00	199.81	56.00
5,405.00	1,500.00	2,790.00	225.00	235.00	150.00		505.00	
3,957.54	1,500.00	2,070.00	54.00	53.71	124.23		49.18	5.44
5,063.51	1,500.00	2,325.00	135.00	182.32	158.52	383.42	377.81	.94
4,100.02	1,500.00	1,950.00	106.00	175.94	223.53		97.56	45.00
3,575.48	1,625.00	1,546.69	90.00	155.00	60.00	20.00	78.79	
3,523.43	1,500.00	1,500.00	55.00	171.32	263.70			32.91
3,518.10	1,500.00	1,530.00	90.00	152.55	206.25		127.84	11.46
3,575.00	1,500.00	1,440.00	100.00	228.08	146.89		52.92	108.11
4,023.36	1,500.00	1,620.00	108.00	150.00	140.00		79.95	425.91
3,677.50	1,500.00	1,485.00	73.00	59.96	112.00	313.12	126.40	8.02
4,094.49	1,700.00	1,965.00	45.00	148.07	113.95	4.00	113.47	
3,517.65	1,500.00	1,450.00	210.00	125.00	200.00		132.65	
4,247.25	1,500.00	2,025.00	81.00	86.00	100.00		438.95	16.30
4,282.42	1,300.00	2,160.00	72.00	242.73	42.35		69.94	395.40
4,149.04	1,500.00	1,760.07	90.00	173.50	210.00		307.14	103.33
4,048.90	1,500.00	1,400.00	105.75	140.70	227.95	230.80	37.30	406.30
3,480.15	1,500.00	1,440.00	72.00	306.78	92.00		54.30	5.07
4,182.00	1,400.00	2,160.00	126.00	93.22	170.67	114.11	93.54	24.36
3,794.00	1,500.00	1,440.00	82.85	102.11	191.29	405.46	64.73	6.51
3,632.25	1,500.00	1,305.00	49.00	398.25	206.41	20.00	100.00	54.59
3,672.62	1,400.00	1,415.00	90.00	77.20	572.62		116.32	1.43
3,482.00	1,500.00	1,485.00	83.00	146.45	127.90		139.54	
3,497.15	1,375.00	1,530.00	111.20	106.52	188.52		84.11	14.7

AGRICULTURAL SCHOOLS.

Enrollment, Graduates, Teachers, Expenses per Pupil, Libraries,
Buildings, Equipment.

LOCATION	ENROLLMENT							
	Male						Female	
	Freshman	Junior	Sophomore	Senior	Total	Preparatory	Freshman	Sophomore
First District, Jackson	12	9	8	8	37		9	
Second District, Evergreen	18	15	5	6	44	12	18	
Third District, Abbeville	22	20	6	11	49		16	
Fourth District, Sylacauga	28	20	15	12	75	15	27	
Fifth District, Wetumpka	10	15	15	17	57	8	15	
Sixth District, Hamilton	30	31	44	23	128	36	21	
Seventh District, Albertville	51	22	25	28	126	50	21	
Eighth District, Athens	27	28	11	15	81		21	
Ninth District, Blountsville	22	14	11	13	60	25	21	
Total	230	164	140	128	662	146	169	1

FINANCIAL—RECEIPTS AND DISBURSEMENTS.

LOCATION	Balance from last year	From State appropriation	From fees and incidentals	From all other sources
First District, Jackson	\$ 624	\$ 4500	\$ 732	\$ 4
Second District, Evergreen		4500	1009	4
Third District, Abbeville		4500	715	5
Fourth District, Sylacauga		4500	1529	5
Fifth District, Wetumpka	17	4500	2802	31
Sixth District, Hamilton	988	4500	1751	7
Seventh District, Albertville	319	4500	2490	16
Eighth District, Athens	2092	4500	1300	1
Ninth District, Blountsville		4500	1150	1
Totals	\$ 4040	\$ 40500	\$ 13478	\$ 74

AGRICULTURAL SCHOOLS—Continued.

Enrollment, Graduates, Teachers, Expenses per Pupil, Libraries, Buildings, Equipment.

ENROLLMENT					Grand Total.	No. of Graduates		No. of Teachers		Value of Buildings and Sites.	Value of Equipment.	Scientific apparatus and teaching supplies.	Number of volumes in Library.	Value of Library.
Female			Preparatory	Female		Male	Female	Male						
Junior	Senior	Total												
8	10	39	—	71	3	5	2	2	\$ 7000	\$ 608	\$ 200	539	\$ 500	
9	5	43	15	114	5	4	1	5	15500	150	130	300	140	
8	9	38	—	87	—	8	2	2	20000	1000	400	1200	1200	
14	9	53	12	165	10	9	2	3	30000	2000	500	2000	1000	
12	10	55	15	185	16	10	3	2	42500	2600	1100	2000	1794	
15	5	64	20	249	23	3	3	3	9200	28	*	100	100	
15	17	73	45	294	21	14	3	5	30000	5000	260	400	500	
15	18	79	—	170	14	12	3	1	20000	1200	500	3000	1000	
7	5	41	17	143	7	4	2	2	7500	200	300	400	200	
108	83	495	124	1427	102	59	21	25	\$ 181700	\$ 12694	\$ 2330	9920	\$ 8434	

FINANCIAL—RECEIPTS AND DISBURSEMENTS—Continued.

Total.	Balance on hand.	All other expenses.	New grounds, buildings, alteration of old buildings (not repairs).	Repairs, replacement of equipment, insurance and other upkeep charges.	Fuel, Water, Lights, Janitors' Supplies, Etc.	Wages of janitors and farm hands.	Salary and expenses of secretary-treasurer.	Salaries of other teachers.	Salary of President.	Total.
\$ 6264	—	1409	90	218	743	219	60	2025	1500	\$ 6264
5958	—	1333	150	230	215	—	50	2270	1300	5958
5741	432	573	40	173	134	529	60	2300	1500	5741
6936	409	877	84	622	123	566	60	2695	1500	6936
10621	25	2422	220	284	275	622	60	5005	1700	10621
7950	24	2380	—	253	156	631	60	2736	1700	7950
8353	212	740	1000	300	166	660	60	3715	1500	8353
7992	2938	—	—	65	150	544	60	2535	1700	7992
5858	24	1073	—	189	100	647	—	2175	1500	5858
\$ 65673	\$ 4084	\$ 10807	\$ 1592	\$ 2344	\$ 2152	\$ 4818	\$ 540	\$ 25456	\$ 12900	\$ 65673

NORMAL SCHOOLS.

Enrollment, Graduates, Teachers, Libraries, Buildings, and Equipment.

LOCATION	ENROLLMENT						In model school
	Normal			Academic			
	Male	Female	Total	Male	Female	Total	
Florence, Class A	131	279	410	74	250	324	161
Jacksonville, Class A	110	151	261	2		2	173
Livingston, Class A	22	230	252				
Troy, Class A	80	152	232	8		3	89
Daphne, Class B	4	22	26	17	17	34	72
Moundville, Class B	15	15	30	9	8	12	92
Montgomery (Colored)	83	189	272	29	63	92	254
Normal (Colored)	85	96	181	38	43	81	145
Tuskegee (Colored)	455	403	858	462	244	706	250
Total White	362	849	1211	105	270	375	587
Total Colored	623	688	1311	529	350	879	649
Grand Total	985	1537	2522	634	620	1254	1236

FINANCIAL—RECEIPTS.

LOCATION	Balance from previous year	From State appropriation	From fees and incidentals	All other sources	Overpayment or indebtedness
Florence, Class A	\$ 170	\$ 20000	\$ 9861	\$ 37199	
Jacksonville, Class A	1997	20000	3780	80270	\$ 13795
Livingston, Class A	1500	20000	2780		
Troy, Class A		20000	4588	351	2180
Daphne, Class B	19	5000	703	287	
Moundville, Class B	546	5000	1069	1500	
Montgomery (Colored)	2039	16000	3528	450	
Normal (Colored)	17	4000	2286	26526	
Tuskegee (Colored)	10264	4125	15800	390696	
Total White	\$ 4332	\$ 90000	\$ 22769	\$ 119687	\$ 15975
Total Colored	12320	24125	21614	417672	
Grand Total	16652	114125	44383	537359	15975

NORMAL SCHOOLS—Continued.

Enrollment, Graduates, Teachers, Libraries, Buildings, and Equipment.

Grand Total Enrollment	Number of Graduates				Teachers Employed		States represented	Counties of Alabama represented	Number of volumes in library	Value of library	Value of buildings and sites	Value of equipment
	Normal		Academic		Male	Female						
	Male	Female	Male	Female								
895	18	34			7	9	5	60	6150	\$ 7775	\$ 211000	\$ 25975
486	14	12	1		6	9	3	33	2500	8000	80000	12000
252	1	27			3	9	3	44	3000	8500	110000	10000
324	8	22			7	8	3	32	4100	2500	60000	7000
132	1	5	5	2	4	2	4	10	2000	2500	25000	5000
134		3	2	2	2	7	1	3	150	100	6000	1000
618	9	16			7	19	9	31	500	900	66000	5250
407	7	12	10	9	17	13	6	43	7500	6750	172300	31800
1814	67	68			121	71	32	51	22804	7204	1055558	231246
2173	42	114	3	3	29	44			17900	\$ 19375	\$ 482000	\$ 60975
2839	93	96	10	9	145	108			30304	14854	1292358	268295
5012	125	210	13	13	174	147			48204	34229	1774858	329270

FINANCIAL—RECEIPTS—Continued.

Total	Salaries of presidents	Salaries of other teachers	Salaries of treasurers	Wages of janitors	Fuel, water, light, janitors' supplies, and other expenses	Repairs and replacement of equipment, insurance and other upkeep charges	New grounds and buildings, alterations of old buildings (not repairs)	All other expenses	Balance on hand	Total
67230	\$ 2700	\$ 16540		\$ 554	\$ 696	\$ 4679		\$ 40164	\$ 1887	\$ 67230
119942	3000	16219			1136	6557	44526	48323	179	119942
24290	3000	14090		300	2564	2589		508	1244	24290
27097	3000	17235		552	1125	367	737	1483	2598	27097
5989	1920	3015		27	133	200		573	116	5989
8215	1800	4039		157	153	263		500	1198	8215
22017	2000	12377	250	500	2129	292			4469	22017
32829	1800	18312	350	936	4426	3188	1799	1947	21	32829
420885	756	140105	2265		90461	33133	49634	104356	274	420885
\$ 252763	\$ 15420	\$ 71139		\$ 1600	\$ 5812	\$ 14760	\$ 45263	\$ 91548	\$ 7222	\$ 252763
475731	4558	170794	2866	1486	97016	36613	51333	106303	4764	475731
728494	19976	241932	2866	3086	102828	51373	96596	197851	11936	728494

UNIVERSITY OF ALABAMA,

UNIVERSITY, ALA.

December 4, 1916.

Superintendent W. F. FEAGIN,
Montgomery, Alabama.

My dear Mr. Superintendent:

I am transmitting to you the statistical information prepared by the treasurer. This information presents in compact outline the present status of the University of Alabama.

One year ago I stated that the numerical growth of the institution has exceeded every reasonable expectation; that its chief handicap is a lack of an adequate appropriation by the State; and that further numerical growth is not to be desired pending the time when larger financial resources are available.

Yet it has been impracticable to limit the number of students in such manner as is to be desired. We have, however, exercised rigid care in accepting students. The entrance requirements are being as rigidly enforced as in other state universities, and it seems unreasonable to reject Alabama students who have fully met these requirements. Less than three per cent of the student-body are "specials."

The summer school continues to grow with remarkable rapidity. Its influence is constantly extending in many directions. It is rendering invaluable service to the entire public school system. Precisely the same observation may be made concerning the development of the School of Education. It would be difficult to conceive just how the high schools of Alabama could be developed without the inspiration and co-operation of this great department.

The law school continues on a two-year basis for the simple reason that funds are not available to place it on a three-year basis. This is a serious situation. It ought to receive serious consideration at the hands of the legislature.

The University of Alabama continues to set the standard in the great matter of fixing and maintaining sound educational ideals in this commonwealth. It has on its rolls no long list of special and irregular students. It adheres to a sound definition of the "unit" of value for work done in a high school. It understands the difference between a standard and a sub-standard high school. It sets a

standard limit to the number of hours of work a student may be permitted to take in college. It insists that a college course should for the average youth cover a four-year period following a standard four-year high school course. It believes that any system that by any device makes possible anything less is an unwise and unsound system that is subversive of all standards. That is our fixed conviction, and that is our fixed policy.

Respectfully submitted,

GEORGE H. DENNY.

President.

REPORT OF UNIVERSITY OF ALABAMA FOR SCHOLASTIC YEAR ENDING
JUNE 30, 1916.

1. Year of First Opening, 1831.

2. Students and Teachers:	<i>Students</i>	<i>Teachers</i>
a. Department of Arts and Sciences.....	494	24
b. Department of Engineering.....	114	8
c. Department of Law.....	132	4
d. Summer School:		
(1) Professional Courses (including College Credit)	535	
(2) Certificate Courses.....	250	
	—	
Totals, Summer School.....	785	48
e. Department of Medicine.....	57	24
f. Department of Pharmacy.....	5	6
	—	—
Grand Totals.....	1,587	114

3. Degrees conferred in 1916:

- a. A. B. Male, 35; Female, 18.
 - A. B. in Education. Male, 1; Female, 2.
- b. B. S. Male, 17; Female, 1.
 - B. S. in Engineering. Male, 8.
 - B. S. in Education. Male, 1.
- c. M. A. Male, 2.
- d. M. S. Male, 1.
- e. C. E. Male, 1.
- f. LL. B. Male, 40; Female, 1.
- g. M. D. Male, 18.

4. Libraries :
 - a. Number of bound volumes, 32,000.
 - b. Number of pamphlets, 16,000.
 - c. Total value of library, \$50,000.
5. Value of scientific apparatus, machinery and furniture, \$130,000.
6. Value of grounds. \$300,000.
7. Value of school buildings, \$780,000.
8. Value of dormitories, \$150,000.
Total value of school properties, \$1,410,000.
9. Amount of endowment fund, \$633,369.93.
10. Number of fellowships, 16.
11. Receipts for 1915-16 :
 - a. From Students' Fees, \$59,981.04, including board and room rent.
 - b. From productive funds, \$63,166.92, including \$36,000 Constitutional settlement of old State debt.
 - c. From State :

For maintenance, \$45,000, including \$5,000 for School of Medicine, \$5,000 for Summer School, and \$10,000 from conditional appropriation of 1911.

For building, nothing.
 - d. From United States Government, nothing.
 - e. From other sources, \$7,548.06.Total receipts, \$175,696.02, including Summer School and School of Medicine.

ALABAMA POLYTECHNIC INSTITUTE.

AUBURN, ALA.

December 23, 1916.

Hon. WILLIAM F. FEAGIN,
State Superintendent of Education,
Montgomery, Alabama.

Dear Sir:—I have the honor to hand you herewith a report of the work of the Alabama Polytechnic Institute for the year 1915-16.

ATTENDANCE.

It is pleasing to record the continual growth in attendance of the Institution, the total attendance for the year excluding all duplicates being 2,204, which is by far the largest attendance in the history of the Institution.

STATISTICS.

The enrollment represents:

(a) Four foreign countries—China, Mexico, Cuba and Russia.

(b) Twelve states other than Alabama—Georgia, Florida, South Carolina, Tennessee, Mississippi, Louisiana, Texas, North Carolina, Kentucky, Missouri, West Virginia, and Wisconsin.

(c) Every county in the State of Alabama, with the exception of three. Some of the larger county delegations are as follows: Jefferson, 90; Montgomery, 28; Mobile, 24; Wilcox, 15; Calhoun, 14; Clay, 14; Coosa, 14; Etowah, 14; Talladega, 14; Madison, 13; Marengo, 12; Marion, 12; Pickens, 12; Pike, 12; Tallapoosa, 12; Clarke, 10; Crenshaw, 10; Lamar, 10; Shelby, 10; Choctaw, 9; Dale, 9; Dallas, 9; Hale, 9; Jackson, 9; Marshall, 9; Macon, 9; Barbour, 8; Escambia, 8; Morgan, 8; Sumter, 8; Baldwin, 7; Lauderdale, 7; etc.

383 of these students are over 21 years of age, approximately 43.1 per cent of the entire registration.

COLLEGE OF ENGINEERING AND MINES.

Established 1872.

(Number of Professors and Instructors, 24.)

Electrical Engineering, 117; Mechanical Engineering, 217; Civil Engineering, 61; Surveying, 145; Architecture, 15; Mechanical Drawing, 223; Descriptive Geometry, 79; Mechanic Arts, 401.

COLLEGE OF AGRICULTURE.

(Number of Professors and Instructors, 25.)

Agronomy, 405; Animal Husbandry, 482; Horticulture, 472; Forestry, 14; Chemistry, 472; Chemical Laboratory, 197; Entomology, 51; Botany, 165; Veterinary Science, 91; Pharmacy, 48.

ACADEMIC DEPARTMENT.

(Number of Professors and Instructors, 18.)

English, 501; Political Economy, 54; History, 466; Mathematics, 480; Physics, 308; French, 30; German, 39; Spanish, 68.

MILITARY DEPARTMENT.

Interest in the Military Department was more marked this year than in many years previous. Major McFarlan of the General Staff, United States Army, made the annual inspection of the Corps of Cadets and expressed himself as highly pleased with the bearing of the men, condition of the arms and equipment, and the maneuvers on the field.

FARM DEMONSTRATION WORK.

This department of College Extension work has made a most notable growth and has continued to arouse hope and enthusiasm among the adult men and women, as well as the boys and girls of our rural regions. The experimental work done under the Smith-Lever law was conducted in every county in the State.

BOYS' AND GIRLS' CLUBS.

The report of the boys' and girls' clubs is as follows: Boys' Corn Clubs, enrollment, 3,782; Boys' Four-Crop Club, 490; Boys' Pig Clubs, 2,480; Girls, Caninng Clubs, 1,490.

DEPARTMENT OF EDUCATION AND SUMMER SESSION.

I beg leave to call special attention to the work of the Department of Education which has proved a success in every particular. The teacher-training thus afforded for the young men and women of the State fills a long-feit want and is equipping a very large number of excellent young teachers to go into the educational field. Professor

Zebulon Vance Judd, formerly Professor of Rural Education, University of North Carolina. and Professor Wyatt Childs Blasingame, formerly head of the Second District Agricultural School at Evergreen, have rendered excellent service in this department, and have contributed much of their time and energy to the cause of education throughout the State of Alabama.

The Summer Session of the College held under the auspices of Professor Judd as Director was eminently successful, 364 students being in attendance.

MAINTENANCE.

Despite the immense growth of the Institution in attendance and in development of different courses, the College has been unable to secure any additional income from the appropriations made by the Legislature of 1911. It is confidently hoped that when the condition of the treasury will permit, some of the crying needs of the College may be met, chief among which are:

(1) An adequate Veterinary Building, (2) a Chemical Building, (3) an adequate barn for herds, (4) an adequate herd for education of students in Animal Husbandry, (5) Farm Machinery Building, (6) ten Instructors in Mathematics, English, Animal Husbandry, Agronomy, and in the fundamental subjects taught by the Institution. The minimum sum immediately needed for these pressing demands is \$250,000.00.

Respectfully submitted,

CHAS. C. THACH,

President.

REPORT OF THE ALABAMA POLYTECHNIC INSTITUTE FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1916.

1. Year of First Opening, 1872.

2. Students and Teachers:	<i>Students</i>	<i>Teachers</i>
a. Academic Departments (Required for all Courses)	567	13
b. Engineering and Mines.....	436	28
c. Agricultural Sciences.....	482	26
d. Veterinary Medicine and Surgery.....	73	*5

*And two lecturers.

e. Summer Session (1916).....	364	38
Totals Excluding Duplicates.....	1,244	89
f. Short Summer Courses in Agriculture at the Institution.....	960	.....
Grand Totals, Excluding Duplicates..	2,204	68
Farmers' Institutes held in the State.....	19	.....
Total Enrollment.....	1,835	
3. Degrees conferred:	<i>Male.</i>	<i>Female.</i>
†a. B. S.	95	1
b. M. S.	16	3
c. C. E.	4	.....
d. E. E., M. E., and E. M.....	13	.....
e. Ph. G.	8	.....
f D. V. M.....	23	.....
g. Ph. C.	2	.....
Totals.....	161	4
4. Libraries :		
a. Number of bound volumes, 26,500.		
b. Number of pamphlets, 5,500.		
c. Total value of Library, \$85,000.00.		
5. Value of Scientific Apparatus, Machinery and Furniture, \$100,000.00.		
6. Value of Grounds, \$18,000.00.		
7. Value of School Buildings and Plant, \$510,000.00.		
8. Value of Dormitories, \$40,000.00.		
Total Value of School Property, \$753,000.00.		
9. Amount of Endowment Fund, \$284,500.00.		
10. Number of Fellowships, 24.		

†B. S. in Agrictulture, Pharmacy, Architecture, Chemistry, Animal Husbandry, Horticulture, Botany, Engineering (Civil, Mechanical, Electrical, Mining).

11. Receipts for 1915-16:

a. From Students' Fees.....	\$ 14,744.60
b. From Productive Funds.....	21,440.00
c. From State:	
(1) For Inspecting Fertilizers, Oils, Feeds, Drugs, etc.....	\$ 52,601.30
(2) Equipment and Increase of Col- lege Plant	25,000.00
	<hr/>
Total from State.....	77,601.30
d. From United States Government.....	27,900.00
e. From Other Sources.....	19,837.39
	<hr/>
Total Receipts	\$161,523.29

The Experiment Station funds are entirely separate from the College income and by law cannot be used in any way for teaching, maintenance, or any College purpose.

ALABAMA GIRLS TECHNICAL INSTITUTE.

MONTEVALLO, ALA.

During the session 1915-16, the Training School for the use of the Normal students was successfully operated. The course of study, as prescribed by the State Department of Education, was fully carried out in connection with the regular work for graduation. Fifteen graduates were recommended for first-grade certificates.

Bloch Hall, the new technical building, was used for the first time during this session. The facilities are now provided for a great advancement in the curriculum in Home Economics, Chemistry, Physics, Bacteriology, Biology, Plant Culture, Horticulture, and Floriculture, putting the Institute fully abreast in these subjects with the leading institutions in the country.

Among other buildings needed now are a public hall, library, gymnasium, music hall, and an academic hall. It is very unfortunate that the State's finances are in such condition that the remainder of the conditional appropriations made in 1911 cannot be released in order that some of these buildings could be erected.

The first Summer School session was held in June and July, 1916. The work was in every way highly gratifying to the authorities. Two hundred and ninety students were in attendance.

T. W. PALMER,
President.

REPORT OF THE ALABAMA GIRLS TECHNICAL INSTITUTE FOR THE YEAR
ENDING JUNE 30, 1916.

1. Year of First Opening, 1896.

2. Students and Teachers:	<i>Students</i>	<i>Teachers</i>
a. Academic Department.....	501	16
b. Technical Department	501	19
c. Summer School	290	26
d. Training School	151	5
	<hr/>	<hr/>
Totals, Excluding Duplicates.....	942	66

3. Libraries :

- a. Number of bound volumes, 7,400.
- b. Number of pamphlets, 2,150.
- c. Total value of library, \$10,000.00.

4. Value of Scientific Apparatus, \$3,000.00.**Machinery, \$40,000.00.****Furniture (School Room), \$8,000.00.****Furniture, Dormitory, \$9,500.00.****5. Value of School Grounds, \$20,000.00.****6. Value of School Buildings, \$75,000.00.****7. Value of Dormitories, Power House, Laundry, Barns, Infirmary,
\$350,000.00.****Total Value of School Properties, \$515,500.00.****8. Receipts from Students, 1915-16 :****a. From Students' Fees.....\$ 7,587.03****b. From Productive Funds..... 18,238.41****c. From State:****For Maintenance 36,000.00**

Total Receipts.....\$ 61,825.44

ALABAMA SCHOOL FOR THE DEAF AND BLIND.

TALLADEGA, ALA.

	White	Colored	Total
Enrollment	286	54	340
Average Attendance	260	48	308
Length of Term in Actual School Days.....	180	180	
	Male	Female	Total
Number of Teachers Employed.....	14	19	33
Value of School Properties:			
a. Buldings and Sites.....			\$375,000.00
b. School Furniture			40,000.00
			<hr/>
Total.....			\$415,000.00

FINANCIAL STATEMENT.

Receipts.

State Appropriation	\$ 71,875.00
Appropriation for Insurance, etc.....	3,000.00
	<hr/>
Total.....	\$ 74,875.00

Disbursements.

Salary of Principal.....	\$ 2,100.00
Salaries of Teachers.....	20,500.00
	<hr/>
Total Salaries.....	\$ 22,600.00
Wages of Janitor and Helpers.....	\$ 12,211.33
Insurance, etc.	400.40
Expense of Maintenance.....	34,384.07
Cost of Fire Escapes.....	2,275.50
Cost of three Planos.....	583.65

F. H. MANNING,
Principal.

ALABAMA BOYS INDUSTRIAL SCHOOL.

EAST LAKE, ALA.

1. Enrollment :	<i>Number</i>
a. Elementary and grammar grades.....	496
b. Secondary grades	10
	<hr/>
Total.....	506
2. Average age of pupils, years.....	14
3. Length of term, days.....	209
4. Average attendance, pupils.....	353
5. Number of teachers :	
a. Male	1
b. Female	5
	<hr/>
Total.....	6
6. Value of school properties :	
a. Building and site.....	\$150,525.00
b. Furniture and equipment.....	18,972.65
	<hr/>
Total.....	\$169,497.65

ANNUAL INCOME.

1. From State funds.....	\$ 52,462.50
2. From county appropriations.....	1,200.00
3. From tuition and incidentals.....	1,145.66
	<hr/>
Total.....	\$ 54,808.16

JOHN H. CARR,
Principal.

NORTHEAST ALABAMA AGRICULTURAL AND INDUSTRIAL INSTITUTE.

LINEVILLE, ALA.

December 4, 1916.

ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE NORTHEAST ALABAMA AGRICULTURAL AND INDUSTRIAL INSTITUTE FOR YEAR ENDING JUNE 30, 1916.

1. Enrollment:	<i>Male</i>	<i>Female</i>	<i>Total</i>
a. Elementary grades	130	116	246
b. Freshman class	37	33	70
c. Sophomore class	8	17	25
d. Junior class	10	11	21
e. Senior class	4	9	13
	<hr/>	<hr/>	<hr/>
Totals.....	189	186	375
2. Pupils studying agriculture:			
a. Elementary grades	130	116	246
b. Higher grades	59	70	129
3. Pupils studying manual training.....	45	.....	45
Higher grades	45	.....	45
4. Pupils studying domestic science:			
a. Elementary grades		18	18
b. Higher grades		70	70
5. Teachers Employed	3	6	9
6. Expenses per pupil in higher grades:			
a. Board	\$ 110.00		
b. Books	10.00		
c. Incidentals	10.00		
	<hr/>		
Total.....	\$ 130.00		

	<i>Male</i>	<i>Female</i>	<i>Total</i>
7. Number of graduates for current year	3	5	8

8. Value of School Properties:

a. Building	\$ 25,000.00
b. School Furniture	600.00
c. Apparatus and Supplies.....	125.00

Total.....\$ 25,725.00

9. Library:

a. Number of volumes.....	1,500
b. Value of library.....	\$ 600.00

FINANCIAL STATEMENT.

Receipts.

10. From State appropriation.....	\$ 3,000.00
11. From fees and incidentals.....	1,622.50
12. Apportionment from County Board.....	1,800.00
13. From City appropriation.....	1,365.45
14. From unpaid warrants.....	750.00
15. Balance from previous year.....	153.19
16. From all other sources.....	662.59

Total.....\$ 9,353.73

Disbursements.

17. Salary of Superintendent.....	\$ 1,500.00
18. Salaries of other teachers.....	5,055.97
19. Wages of janitor and farm hands.....	191.55
20. Fuel, lights, power, etc.....	54.00
21. Other expenses	703.56
22. Repairs and insurance.....	205.00
23. Total outstanding bills for 1915-16.....	1,448.68
24. Deficit June 30, 1916.....	194 97

Total.....\$ 9,353.73

C. G. SHARP,
Superintendent.

ALABAMA REFORM SCHOOL FOR JUVENILE NEGRO LAW-
BREAKERS.

Mt. MEIGS, ALA.

1. Enrollment in elementary and grammar grades.....	249
2. Average age of pupils.....	13½
3. Length of term in days.....	80
4. Number of teachers.....	2
5. Value of school properties:	
a. Buildings and site.....	\$ 26,000.00
b. Furniture and equipment.....	800.00
	<hr/>
Total.....	\$ 26,800.00

Annual Income.

6. From State funds.....	\$ 19,785.24
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A. SIMMS,
Superintendent.

ANNUAL STATISTICS

OF THE

Private and Denominational Schools
of Alabama

1915-16

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment							
				Male				Female			
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total
Academy of the Visitation	Mobile	Mobile	Catholic					29	27		56
Anniston Presbyterian College	Anniston	Calhoun	Presbyterian		55	15	70		5		75
Anniston Synodical College	Talladega	Talladega	Presbyterian	6			6	26	12	48	80
Anniston Orph. Home	Birmingham	Jefferson	Catholic	40	12		52	80	18		98
Athens College	Athens	Limestone	Methodist	3			3	14	92	91	108
Athens Graded School	Mobile	Mobile	Private	24			24	47	44		91
Baptist Colleg. Institute	Newton	Dale	Baptist	40	81		121	34			155
Barnes School	Montgomery	Talladega	Private	50	70		120				120
Bas Berry's Priv. School	Sylacauga	Montgomery	Private	20			20	20			40
Birmingham Coll. & Tr. School	Birmingham	Jefferson	Methodist		108	69	177		1	3	181
Blessed Sacrament Acad'y	Birmingham	Jefferson	Catholic	140			140	214	80		434
Cathedral Boys' School	Mobile	Mobile	Catholic	56			56				56
Convent of Mercy	Mobile	Mobile	Catholic	30			30	40	20		90
Cranes School for Girls	Mobile	Mobile	Private	8			8	10	3		21
Crawling Industrial School	Brewton	Escambia	Methodist					56	82		138
Dugan's School for Boys	Montgomery	Montgomery	Private	16	48		64				64
Flat Rock High School	Flat Rock	Jackson	Methodist	8	21		29	3	28		59
Gaylesville Academy	Gaylesville	Cherokee	Baptist	17	87		104	14	24		142
Goodrich School	Huntsville	Madison	Private	24	75		99	26	78		203
Greene University School	Athens	Limestone	Private		75		75				75
Guest School	Guest	DeKalb	Private	25			25	16			41
Howard College	Birmingham	Jefferson	Baptist		63	168	231			41	272
Immac. Concep. School	Mobile	Mobile	Catholic						9		9
Indus'l. School & Gardens	Mobile	Mobile	Catholic	171			171				171
Joppa Normal & Ind. Inst.	Joppa	Cullman	Congregational	45	36		81	38	31		114
Madison College	Marion	Perry	Baptist					48	59	128	235
McNott High School	Mobile	Mobile	Private					80	46		126
McNott Short W. & O. Home	Evergreen	Conecuh	Baptist	63			63	55			118
Mobile Compton Seminary	Birmingham	Jefferson	Private	8			8	74	107	21	209
Mobile Seminary	Dothan	Houston	Methodist	62	15		77	64	16		143
Margaret Allen School	Birmingham	Jefferson	Private					19	47		66
Marion Institute	Marion	Perry	Private	12	120	60	192				192
Marion Female Seminary	Marion	Perry	Presbyterian						20	14	34
McGill Institute	Mobile	Mobile	Catholic	20	70		90				90
Mobile Institute	Anniston	Calhoun	Episcopal	8			8	35	15		58
Orphans' Home	Talladega	Talladega	Presbyterian	20			20	45			65
Our Lady of Sorrows	Birmingham	Jefferson	Catholic	70	3		73	83	6		159
Privett's School	Oxford	Calhoun	Private	11			11	5			16
St. Aloysius School	Bessemer	Jefferson	Catholic	80	9		89	75			164
St. Bernard College	St. Bernard	Cullman	Catholic	24	108	19	151				151
St. Catherine's School	Birmingham	Jefferson	Catholic	59			59	68			127
St. Francis' School	Blocton	Bibb	Catholic	33			33	69	3		105
St. James' School	Gadsden	Etowah	Catholic	50	4		54	55	11		120
St. Joseph's School	Brookside	Jefferson	Catholic	45			45	34	4		83
St. Joseph's School	Florence	Lauderdale	Catholic	22	1		23		5		28
St. Joseph's School	Mobile	Mobile	Catholic	100			100	86	20		206
St. Joseph's School	Sheffield	Colbert	Catholic	69	1		70	41	9		120

DEPARTMENT OF EDUCATION.

17

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
56	28	28		8		13	6000	\$ 10100	\$ 100000	\$ 3000			\$ 3000		\$ 3000
78	22	53	5		7		1200	600	75000	3000		9500	10000		19500
92	21	71		13	8	10	500	500	80000	2500		36	5250		5286
100	96	5			5		900	1500	100000	1200				180	1180
200	130	70		6	21		6000	5008	225000				10000	25000	35000
115		115		10	8		500	500	10000	500			1000		3500
220	108	115	15	14	8	3	300	300	20000	21500			3000		30000
120	18	102	8		6				20000						
40		40			1								320		320
176	75	101	10		11		5000	4000	180000	5000	800	1000	5000		15300
334	72	312		1	2	13	350	510	80000	800			5000		5000
56		56			2										
90		90		1	4		100						1600		1600
21		21		2	3					80					
138	106	33		6	9		500	750	38339	400			8050	17864	23914
64		64	5		4		1000	900	20000	500					
56	23	33		4	2	3			9000	65		1500	920		2465
92	66	26	3	4	1	3	500	500	15500	200			1390	1000	2390
198	10	188	3	2	2	3	300	350	15000	400			5000		5000
76	25	50	6		3		600	800	17000	500			3600	1100	4700
41		41			1				500	25			1000		1025
270	121	149	15	2	13	2	20000	25000	12000	12000	7500	10000	5745	8443	31688
218	100	118			6		1000								
171	171		12		8		350	500	75000		3600				3600
160		150			1	4	1200	700	3500	500		150	325	2000	2475
233	207	26		39	5	21	5000	5000			2026	203	35930	82197	70443
126		126		7	9		500		8000	1000					
118	118				3						2500			15000	17500
210	40	170		21	1	17	1500			20000			21000		21000
187	62	95			2	4	3303	2100	10000	500	634	602	396	812	2444
66	12	54		7	2	7	3100	3000	60000	1000			9040	3000	12040
192	187	5	29		14				150000	7000			70320		70320
34	22	12		7	1	7	1000	1500	30000	500			5000		5000
90		90	7		5		7500			4500					
58		58		3	1	6	500		20000	2000			3123	1800	4923
65	65			4	2		250	200	30000	150	100	1000			1250
162		162		1	4				2000	300		84	669	635	1344
16		16			1										
168		168			6				25000	620			945		945
151	148	3	19		27		8000		125000	1000			1000	15000	22600
112		112			4				2500	250			70	50	300
105		105			2				650	175	450		68		680
120		120		1	4		165	350	3000	1000		40		1000	1440
83		83			2				500	60			250		250
48		48			2		25	50	250	95			325		325
206		206		6	8								800		800
120		120			4		14	50	500	60			300		360

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment							
				Male				Female			
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total
L. Mary's Convent School	Huntsville	Madison	Catholic	80			80	45			45
L. Mary's School	Mobile	Mobile	Catholic	111	6		117	92	21		113
L. Mary's School	Tuscumbia	Colbert	Catholic	34	5		39	17	6		23
L. Mary's of Loretto	Montgomery	Montgomery	Catholic					147	18		165
L. Patrick's School	Mobile	Mobile	Catholic	86	1		87	31	3		91
L. Paul's School	Birmingham	Jefferson	Catholic	95	6		101	112	14		126
L. Peter's School	Montgomery	Montgomery	Catholic	112			112				112
L. Vincent's School	Mobile	Mobile	Catholic	133	12		145				145
L. Vincent's Select School	Mobile	Mobile	Catholic					58	18		76
Sacred Heart Academy	Selma	Dallas	Catholic	58			58	90			148
Sacred Heart Academy	Cullman	Cullman	Catholic					25	7		32
Sacred Heart School	Cullman	Cullman	Catholic	101			101	99			200
Alma-Summerfield College	Selma	Dallas	Private		1	1	2		28	7	35
Bo. H. Sneed Seminary	Boaz	Marshall	Methodist	179	50		229	206	77		283
Southern University	Greensboro	Hale	Methodist		47	99	146		8	12	20
Southern Industrial Inst.	Camp Hill	Tallapoosa	Private	14	60		74	10	35		59
Spring Hill College	Spring Hill	Mobile	Catholic	84	116	72	272				272
Starks's Univ. Home School	Montgomery	Montgomery	Private	10	43	1	54				54
Tennessee River Institute	Bridgeport	Jackson	Baptist	85	18		103	40	28		171
Thorsby Institute	Thorsby	Chilton	Congregational	22	11		33	15	13		61
University High School	Birmingham	Jefferson	Private	9	40		49				49
University Military School	Mobile	Mobile	Private	55	80		135				135
Woman's College of Ala.	Montgomery	Montgomery	Methodist							215	215
Wm. Woodruff's School	Montgomery	Montgomery	Private	35			35	39			74
Yellow Pine Academy	Yellow Pine	Washington	Private		8		8	2	9		19
Totals				2582	1511	502	4595	2791	1211	578	4580

DEPARTMENT OF EDUCATION

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS			
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources
75		75				4	85	120		800			900	
230		230				7	180	110	20000	800			1030	
62		62		4		3	100	100	2000	200			425	40
165	15	150		2		9	1125	1225		2700			2000	
71		71		1		3	75	100					550	
227		227		2	1	7	250	300		200			1100	900
112		112				3	300	350	20000	1000			100	
145		145	5		5								1500	
76		76		4		7	800	1000	70000				1000	
	7	141				5				700			400	
22	22			2		6	200	250	80000	1500			700	
200		200				5			2800				600	
37	32	5		2	1	5	2000	2000	75000	10000			1500	3580
512	198	314	2	11	1	7	2000	2000	85000	1000		2100	4900	
161	143	18	9	1	16		10750	12500	200000	10500	3783	11256	5443	111
119	79	40	10	2	4	10	8000	8493	60800	25378		10192	2832	269
222	222		18		39		32000	60000					10	
54	21	33	1		3		120	40	33300				4964	
121	23	98	4	6	2	2	100	50	25000	100			1000	
62	34	28	1	1	2	5	3500	2200	10000	1000		5000	1000	
49	1	48	5		3		300	400	12000	300			4000	
135		135	17		5	2	825	1250	20000	2500			12500	
215	167	48	34		6	15	4048	5000	310000	31807	1200	4117	37570	8758
74		74				3	100	35	2000				2126	
19	10	9				1				20			175	
9175	3032	6143	243	207	203	334	127610	\$169782	201100	\$183585	\$22943	\$69147	\$391216	\$151250

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment							
				Male				Female			
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total
Am. Christian Institute	Lumberton	Lowndes	Christian	34	6		40	40	8		
Barber Memorial Seminary	Anniston	Calhoun	Presbyterian					125	17		1
Belolt Union School	Belolt	Dallas	Private	127			127	110			1
Burrell Normal School	Florence	Lauderdale	Congregational	87	6		93	118	15		1
Calhoun Colored School	Calhoun	Lowndes	Private	182	34		216	153	35		1
Camden Academy	Camden	Wilcox	Presbyterian	128	8		136	204	13		2
Cathedral Col. School	Mobile	Mobile	Catholic	16			16	10			
Cathedral Creole School	Mobile	Mobile	Catholic	18			18	39			
Central Alabama Institute	Mason City	Jefferson	Methodist	56	11		66	43	34		
Emerson Institute	Mobile	Mobile	Congregational	61	46		107	107	88		1
Enfauia Baptist Academy	Enfauia	Barbour	Baptist	39	11		50	85	15		1
Fopewell M. T. School	Furman	Wilcox	Private	56	8		64	40	6		
Immaculate Conception School	Mobile	Mobile	Catholic	60			60	70			
Jackson Private School	Boykin	Escambia	Private	8	1		9	12	13	2	
Jones Academy	Selma	Dallas	Presbyterian	244	10		254	309	27		3
Jowaliga A. & I. Institute	Benson	Elmore	Private	63			63	76			
Lincoln Normal School	Marion	Perry	Congregational	176	40		216	124	63		1
Max Harmon H. & I. Inst.	Greenville	Butler	Methodist	65	26		91	75	40		1
Miles Memorial College	Birmingham	Jefferson	Methodist	66	39	5	110	101	45	1	1
Miller's Nor. & Ind. School	Miller's Ferry	Wilcox	Presbyterian	182	17		199	157	28		1
Montgomery Ind. School	Montgomery	Montgomery	Private					332			3
St. Meigs Colored Institute	Waugh	Montgomery	Private	170			170	140			1
North Ala. Bapt. Academy	Courtland	Lawrence	Baptist	83	2		85	53	13		
Oakwood Man. Tr. School	Huntsville	Madison	Adventist	40	68		108	43			
Wayne University	Selma	Dallas	Methodist	140	56	15	211	186	88	2	2
People's Village School	Mt. Meigs	Montgomery	Private	92			92	135			1
Prairie Institute	Prairie	Wilcox	Presbyterian	51			51	76			
St. Anthony's School	Mobile	Mobile	Catholic	66			66	67			
St. Bernard's School	Mobile	Mobile	Catholic	71			71	89			
St. James' School	Mobile	Mobile	Catholic	52			52	65			
St. John's the Baptist	Montgomery	Montgomery	Catholic	61			61				
St. Joseph's College	Montgomery	Montgomery	Catholic	37	12		49				
St. Patrick's Creole School	Mobile	Mobile	Catholic	18			18	32			
St. Peter's School	Mobile	Mobile	Catholic	28	5		33	23	8		
St. Peter Clover School	Mobile	Mobile	Catholic	40			40	50			
St. Stephen's School	Fairford	Washington	Catholic	21			21	37			
Selma University	Selma	Dallas	Baptist	57	48	12	117	81	83		1
Sherman Ind. Institute	Huntsville	Madison	Private	78			78	86			
Snow Hill N. & I. Inst.	Snow Hill	Wilcox	Private	65	58		123	55	58		1
South Ala. Bapt. College	Greenville	Butler	Baptist	55	1		56	65	6		
Southern N. & Ind. Inst.	Brewton	Escambia	Private	16			16	20			
Tillman Institute	Tuscaloosa	Tuscaloosa	Presbyterian		47		47				
Truett Manual Tr. School	Richmond	Dallas	Private	95			95	105			1
Talladega College	Talladega	Talladega	Congregational	181	65	46	292	199	73	49	3
Thomaston Academy	Thomaston	Marengo	Baptist	60	12		72	100	18		1
Trinity School	Athens	Limestone	Congregational	119	2		121	140	14		1
Union Institute	Mobile	Mobile	Methodist	70	6		76	125	14		1
Totals				3252	636	75	3963	4245	840	53	52

Figures used are from 1914-1915.

DEPARTMENT OF EDUCATION

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS			
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources
88	14	74	2	2	2	5	500	200	\$ 7000	\$ 350			\$ 352	\$ 1552
142	140	2	20		1	10	600	50	60000				5837	9000
237		237			1	5	50	20	8500	150		1250		
226	1	225			1	5	800	300	8500	1500			740	2904
259	92	267	10	2	8	23	8450	2150	51368	42235	4596	2500	1272	31639
353	34	319	5	6	2	7			10000	600			85	3800
28		28				1				50				
57		57		6		2				100			90	510
143	52	91	10	7	3	7	500	300	500000	6000			555	6594
300		300	3	16	2	8	500	300		2000			2200	2548
150	50	100	2	3	1	2			2000				600	523
90		90			1	1	20	40	1800	20			120	140
139		139		2		2			4000	500		160	60	540
38		38			1				175	25			60	25
590		590	3	3	2	15	300	75	30000	4000	900	6500	2770	3385
129	10	129	6	3	2	5	823	221	20319	4192		5000	65	3653
293	60	333			1	15	1000	300	29000	2000				
206	70	136	4	7	3	6	550	505	35866	855		2650	510	13
257	84	173	5	3	6	4	200	300	6500	2500		560	3210	3170
234	28	248	1	6	5	13	500	250	60000	5000		300	360	12700
333		333		16		10	1200		21000	7000		6836	1082	
310	14	296			1	6	1000	1300	20000	700			600	
191	14	87		2	2	2			4000				40	
191	98	93	5	6	7	8	500	500	45008	5200		10000	280	4500
436	120	356	23	30	5	10	350	275	75000	1000		500	598	6000
227	12	215	2	4		6	200	100	8550	330		3344	700	295
127	21	106	2	1	4	4			18000	600			85	2673
132		132				3								
140		140				2								
117		117				2			2000					200
114		114	1	1		3			25000	1000			225	
49	49				4		300	300	40000	200	200	6000	650	
50		50				1								160
54		54				1								
90		90		1		2							129	100
58		58				1								
231	99	182	10	20	7	11	1000	500	75000	1000		8979	5762	2359
164	2	162			2	2	2468	1200	7000	500		886	49	46
226	200	26	8	10	10	12	2000	1000	49233		1539	19930	1733	483
127		127	1	6	2	2			2000	150			500	
36	5	31			2	2	50	35	8450			1080	58	120
47	34	13			3		2000	500	75000	1000		5000	400	
200	3	197	4	4	3	4		50	10850	1057		3000	75	
612	198	414	7	13	14	25	16500	9000	301784	50960	6493	3372	5660	35793
190	8	182			1	2	7	24	1600	85			300	200
275		275	1	7		9	1793	500	13500	1000		2452	1051	52
215		215	1	5		3			2000	500			340	150
9223	1570	7653	140	194	109	370	39231	\$ 20795	\$1625763	\$146010	\$13528	\$96120	\$ 29663	\$136536

**AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND,
BONUS, POLL TAX, COUNTY TAX, RURAL SCHOOLHOUSE FUND
AND RURAL LIBRARY FUND.**

	Balance from previous year	Three mill tax and State appropriation	Bonus for levy- ing special county tax	Poll tax	County tax	Rural school- house fund	Rural library fund
Autauga	\$ 2.33	\$ 18,544.32	\$ 1,000.00	\$ 1,287.00	\$ 4,391.57	\$ 1,000.00	\$ —
Baldwin	1,841.20	20,065.02	1,000.00	1,444.50	22,296.07	591.25	—
Barbour	147.06	34,756.90	—	2,404.50	—	690.50	30.00
Bibb	594.34	23,122.86	1,000.00	2,312.50	4,875.83	450.00	—
Blount	60.66	23,821.58	1,000.00	4,206.00	4,481.40	—	—
Bullock	126.61	34,430.64	—	987.00	—	—	40.00
Butler	.49	34,192.48	1,000.00	2,064.00	5,842.67	271.40	30.00
Calhoun	—	42,691.94	1,000.00	4,125.00	14,386.68	1,865.53	90.00
Chambers	669.06	39,020.34	1,000.00	3,567.00	8,988.24	2,056.59	240.00
Cherokee	290.35	19,253.98	—	2,607.00	—	—	30.00
Chilton	5.90	22,580.34	1,000.00	3,237.00	4,663.80	110.00	140.00
Choctaw	516.39	20,741.30	1,000.00	1,657.50	3,586.54	—	30.00
Clarke	334.03	30,167.49	1,000.00	3,757.63	4,540.80	850.00	100.00
Clay	52.51	20,892.50	1,000.00	2,829.00	3,527.61	451.59	30.00
Cleburne	16.44	13,368.46	1,000.00	2,055.00	2,266.98	50.00	30.00
Coffee	—	27,808.26	1,000.00	4,411.50	5,054.02	2,004.67	—
Colbert	33.80	26,040.96	—	2,503.00	—	900.00	70.00
Conecuh	1.29	22,213.13	1,000.00	1,658.50	4,923.93	775.63	—
Cocoa	87.50	17,220.90	1,000.00	1,636.00	2,484.56	360.31	—
Covington	876.14	36,220.08	—	5,259.00	—	229.32	40.00
Crenshaw	497.30	22,785.84	1,000.00	2,229.00	4,051.08	—	—
Cullman	284.32	30,305.76	1,000.00	3,844.50	5,521.84	1,000.00	—
Dale	.20	22,226.88	1,000.00	2,499.00	4,633.23	82.00	60.00
Dallas	2,342.75	52,923.10	—	1,777.50	—	—	70.00
DeKalb	92.23	30,529.08	—	3,760.00	—	2,023.00	—
Elmore	461.88	29,906.97	1,000.00	2,722.50	5,464.92	2,256.60	70.00
Escambia	—	21,136.36	1,000.00	1,723.50	20,603.68	901.95	10.00
Etowah	—	33,009.28	1,000.00	3,987.00	11,141.89	—	40.00
Fayette	1,384.90	19,103.28	1,000.00	2,434.50	3,851.50	—	—
Franklin	138.67	18,667.62	1,000.00	3,846.00	3,800.23	300.00	—
Geneva	236.06	27,531.52	—	2,904.00	—	316.67	10.00
Greene	3,405.94	17,727.80	—	924.00	—	—	—
Hale	425.36	29,504.32	—	1,243.50	—	600.00	—
Henry	92.79	20,834.32	—	1,836.00	—	317.00	30.00
Houston	503.94	31,978.43	1,000.00	3,610.50	7,013.77	300.00	10.00
Jackson	4,769.35	29,546.23	—	3,279.00	3,354.83	300.00	130.00
Jefferson	1,799.22	206,779.63	1,000.00	25,636.00	211,037.48	3,153.33	240.00
Lamar	122.33	19,221.10	1,000.00	2,026.50	3,134.63	276.60	—
Lauderdale	.26	33,219.76	1,000.00	2,949.00	7,162.97	3,417.30	100.00
Lawrence	113.72	22,184.29	1,000.00	2,160.00	3,692.81	276.60	30.00
Lee	24.44	32,233.84	—	1,978.50	—	200.00	40.00
Limestone	856.44	27,527.76	—	3,087.00	—	3,362.60	60.00
Lowndes	54.25	29,263.20	—	744.00	—	1,433.33	10.00
Macon	1,809.14	24,980.68	1,000.00	831.00	4,975.19	450.00	10.00
Madison	24.26	42,353.60	1,000.00	6,966.00	13,421.92	3,250.00	130.00
Marengo	2.02	34,797.04	1,000.00	3,070.50	6,236.91	500.00	—
Marion	505.40	20,796.60	—	4,387.50	—	650.00	—

**AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND,
BONUS, POLL TAX, COUNTY TAX, RURAL SCHOOLHOUSE FUND,
AND RURAL LIBRARY FUND—Continued.**

	Balance from previous year	Three mill tax and State appropriation	Bonus for levy- ing special county tax	Poll tax	County tax	Rural school- house fund	Rural library fund
Marshall	167.85	81,085.39	1,000.00	4,357.50	4,724.68	1,076.60	150.00
Mobile		67,445.10	1,000.00	5,808.50	137,017.07	1,000.00	50.00
Monroe	4,213.18	26,538.90	1,000.00	1,729.50	5,068.89	575.00	40.00
Montgomery	1,558.89	80,599.84		5,059.50		252.00	130.00
Morgan	1,918.10	32,071.80	1,000.00	4,078.50	4,881.80	125.00	60.00
Perry	2,335.06	81,180.66		1,564.50		550.00	
Pickens	78.00	28,098.70	1,000.00	2,052.00	3,840.41	1,100.00	180.00
Pike	7.46	30,694.22		3,000.00		333.72	80.00
Randolph		25,501.18	1,000.00	2,839.50	3,722.04	2,076.60	50.00
Russell	24.08	28,123.36		772.50		950.00	50.00
Shelby	508.04	24,958.66	1,000.00	4,557.00	8,042.80	1,000.00	
St. Clair	3,163.47	23,237.26	1,000.00	2,502.00	6,087.32		130.00
Sumter	3.08	32,781.38		1,402.50		450.00	
Talladega	11,035.85	37,478.16	1,000.00	2,408.50	11,597.65	855.32	30.00
Tallapoosa	1.50	32,060.74	1,000.00	3,451.50	5,538.68	1,125.50	60.00
Tuscaloosa	1,268.14	45,009.98	1,000.00	3,925.50	14,335.38	491.67	190.00
Walker	108.45	36,526.94	1,000.00	7,417.50	12,104.31	2,085.00	80.00
Washington	440.75	13,105.42	1,000.00	1,249.50	3,720.05		
Wilcox	338.32	22,027.60		1,232.50			80.00
Winston	1,005.87	14,319.16	1,000.00	2,718.00	2,616.55		
Totals.	\$54,847.20	\$2,136,618.31	\$45,000.00	\$212,893.63	\$636,699.61	\$51,982.69	\$ 3,570.00

**ANNUAL REPORT OF THE STATE BOARD OF EXAMINERS FOR TEACHERS FOR YEAR ENDING
SEPTEMBER 30, 1916.**

	Total Number of Applicants	CERTIFICATES ISSUED					Rejections, Total	Per Cent Passed	Per Cent Rejected
		Life	First	Second	Third	Total			
December 22, 1915:									
White	1902	34	50	198	443	725	1177	38	62
Colored	802	1	1	71	239	312	490	39	61
Total	2704	35	51	269	682	1037	1667	38	62
April 19, 1916:									
White	3669	57	48	511	692	1308	2361	36	64
Colored	1138	1	1	62	337	399	739	35	65
Total	4807	57	48	573	1029	1706	3101	35	65

July 19, 1916:										
White	3427	108	396	561	645	1710	1717	50	50	50
Colored	1325	1	3	71	447	522	803	39	39	61
Total	4752	109	399	632	1092	2232	2520	47	47	53
Total White	8998	199	494	1270	1780	3743	5255	42	42	58
Total Colored	3265	2	4	204	1023	1233	2032	38	38	62
Grand Total	12263	201	498	1474	2803	4976	7287	41	41	59

**FINANCIAL STATEMENT OF THE STATE BOARD OF EXAM-
INERS, OCTOBER 1, 1915, TO SEPTEMBER 30, 1916.**

RECEIPTS

Income from fees by applicants for teachers' certificates...\$16,788.87

DISBURSEMENTS

Postage, printing, clerical service, etc.....\$ 6,105.13

Conductors of examinations in the several counties..... 3,346.68

Salaries State Board of Examiners..... 3,600.00

Total.....\$15,508.90

Net income for the year..... 1,279.97

Total.....\$16,788.87

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DEPARTMENT OF EDUCATION
STATE OF ALABAMA

ANNUAL REPORT
1917



WM F FERGIN
Commissioner of Education



DEPARTMENT OF EDUCATION
STATE OF ALABAMA

ANNUAL REPORT

FOR THE

SCHOLASTIC YEAR ENDING SEPTEMBER 30, 1917



WM. F. FEAGIN
Superintendent of Education

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION

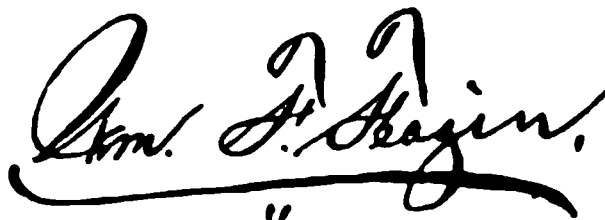
MONTGOMERY, October 1, 1917.

**To His Excellency,
CHARLES HENDERSON,
Governor of Alabama.**

Sir:

In conformity to law and in order to give the people of the State first-hand information about their school system, I am herewith transmitting to you the Annual Report of the State Department of Education for the year ending September 30, 1917.

Respectfully submitted,

A handwritten signature in cursive script, reading "J. H. Griffin". The signature is written in dark ink and is positioned above a horizontal line.

State Superintendent of Education.

GENERAL STATEMENT

INTRODUCTORY

THE education of boys and girls is the first great care of a progressive state. The approved agency for the accomplishment of such a function is the school. The public provide the funds, furnish the children and, therefore, have a right to know whether the educational system is efficient. Any public institution, if worthy, should constantly be subjected to the white light of publicity and friendly criticism. In fact, it is only through the freest and fullest exercise of sympathy and interest by and toward those who are charged with a work of such magnitude as the administration and supervision of a state school system that the most helpful results can be realized and a suitable and constructive program projected.

According to the census returns in 1916, there were 444,060 white children of school age in Alabama and 336,306 negro children of school age. Engaged in teaching those of the above children who attended schools for whites were 2,359 men and 5,992 women, while in the schools for negroes 641 men and 1,931 women were employed.

For the collective school interests of the counties of the State there are required more than three hundred members of county boards of education, sixty-seven county superintendents, fifteen thousand school trustees and • ten thousand teachers; while the school affairs of cities of two thousand inhabitants or more call for the additional services of more than two hundred members of boards of education, and a goodly number of supervisors and special teachers. The legally constituted authorities

have a valuable adjunct in county and local school improvement associations, which are able to bring into the active service of the schools hundreds of public-spirited women and a somewhat smaller number of men.

It would appear, therefore, from the figures recited above and from the simple reflection, the school is the one agency that touches every home, whatever the class, character or creed of the parent, and for the further reason it is the institution which democracy has set up for the perpetuation and refinement of its traditions and ideals of government, that no patriotic and loyal citizen can escape the responsibility of informing himself about what is going on in educational affairs, and of cooperating with those who are clothed with the duty of making the schools function, so as to serve society and, therefore, the State in the most desirable way possible.

It will not be denied, even at this extraordinary time, when the world is shaken from center to circumference by the conflict between democracy and autocracy, and when the supreme point at issue is liberty versus tyranny, that no question should be allowed for a moment to dim our vision or withdraw our thought from our sacred duty to educate all the children of all the people for the more exacting demands that the future will inevitably bring. In this conviction, we are confirmed by the utterance of every statesman and educator of standing, who has spoken out on this subject, and by the practice of the European nations that are now sorely pressed by the vicissitudes of war. We cannot, if we would, escape the conclusion that, whatever the issue of the war may be, more skill and more ability will be needed in every field of human endeavor than has been needed in the past. The economic, social and moral problems growing out of the war will require men of keener intellects, better trained hands and nobler ideals than we have demanded hitherto.

No people will enjoy liberty fully until they are prepared

to understand what it cost and what its significance is, and when there looms up before us the immediate prospect of new standards of living, new opportunities for making a livelihood, and the reorganization of institutions and agencies for the promotion of the public weal, we find ourselves wondering how our equilibrium, as a state and as a nation, is to be restored. Here again, the conclusion forces itself upon us that we must adopt a liberal policy, not only of maintaining the school facilities that we now have but of so improving them that they will in every way be as well adapted to the new conditions as is our mechanism for the prosecution of war.

It should be borne in mind that the educational process is an evolutionary one,—not a gradual accretion from without, but a consistent development from within. A school system that best meets the needs of the State will unfold gradually, and in proportion as a healthful public sentiment warrants. We now and then presume from external evidence that wonderful transformations are taking place. When a more careful analysis is made, it appears that the present experience is but the logical outcome of a gradual process that has been slowly working toward a desirable end.

The Legislature of 1915 enacted laws that were absolutely necessary to the wise expansion of the public school system of Alabama. This legislation may have appeared to those of us who had not thought seriously of the matter, as exceedingly radical, but, when we give more careful consideration to it we find that every significant act was but the fruition of principles that had been contended for by leading educators for many years, and simply required resolution and courage to have them written into our fundamental law. Not only does the tardiness of the people in setting aside the ideals which they have set up for themselves make a way for leadership but it also serves as a check upon those who by virtue of their

places might otherwise let their enthusiasm lead them a little too far from the zone of safety.

LOCAL TAXATION

The most significant thing the 1915 Legislature did for education or for anything else, for that matter, was the submission of an amendment to the Constitution authorizing local taxation for schools, and the passage of a law making this amendment, if adopted, effective. Hardly less worthy was the companion measure which placed the public school system of each county under the direction of a board of education of five men of wisdom and ability, women being eligible, chosen by the people of the county and responsible for the faithful and wise administration of the schools.

It is needless to recall the campaign for the adoption of the local tax amendment, which was waged in every school district in the State and ratified by a substantial majority, except to call attention to the fact that the by-product of the campaign, namely, the focusing of the thought of the people on the schools, resulted in a friendly and sympathetic interest of incalculable value. Hardly had the amendment been adopted when county after county, desiring to realize upon the new privilege of revenue, equitably raised and wisely expended, called an election and put the issue of taxation squarely before the people. These county campaigns have in most instances been more hotly contested than the original campaign for the adoption of the amendment, for the reason that the amendment merely conferred a privilege, while the voting of the tax meant that property must make its actual contribution for the support of schools. The results of the county campaigns have been highly gratifying and justify the statement made above with reference to the

building up of a healthier interest in education on the part of the public.

Although the amendment was adopted in November, 1916, twenty-nine counties are already levying the tax, and only five that have called an election, have failed to vote favorably. In one county in which two elections have been called, the first proposed tax levy was voted down but at the second election it was carried by a substantial majority. Of the five counties that have failed to levy the tax, at an election called for the purpose, at least one is already taking steps to give the people another opportunity to say whether they will improve their schools. It should be remarked in passing that practically without exception no county has failed to levy the three-mill tax where a thorough campaign was waged, and the people were informed of its merits.

The special activities of the Department of Education during the year now closing, though varied, centered largely upon the levy of the three-mill tax in those counties that seemed to be ready to undertake it. While the progress made in training public sentiment is evidenced by the uniformly successful election returns, it is, of course, too early to say what the practical results will be, since the funds are just now becoming available. We may safely predict, however, from the plans already projected and the work already begun, that the following benefits will accrue in the immediate future:

1. Longer school terms.
2. Better school buildings and equipment.
3. Better teaching.
4. Closer supervision.
5. Deeper appreciation of the school.

The following counties have by election authorized the levy of the special school tax beginning with the year 1916-17:

County:	Rate.
Baldwin	3 mill
Bibb	3 mill
Calhoun	2 mill
Chambers	3 mill
Chilton	3 mill
Clay	3 mill
Colbert	3 mill
Conecuh	3 mill
Covington	3 mill
Elmore	2 mill
Escambia	(district) 3 mill
Etowah	3 mill
Franklin	3 mill
Geneva	3 mill
Houston	3 mill
Jefferson	3 mill
Lauderdale	3 mill
Limestone	3 mill
Madison	3 mill
Marshall	2 mill
Mobile	2 mill
Monroe	3 mill
Montgomery	3 mill
Pickens	3 mill
Shelby	3 mill
St. Clair	3 mill
Walker	3 mill
Washington	3 mill
Winston	3 mill

COUNTY BOARD LAW

Any plan for raising revenue on a relatively large scale should in the interest of economy and wisdom carry with it the necessary machinery for using the revenue so raised in the most effective and business-like way. That

is the explanation of the enactment of the county board law, which places the control of the schools in the hands of a county board of education consisting of five members, elected by the people from the county at large. This board has absolute authority to select the county superintendent of education, rearrange school districts, erect, repair and equip school buildings, transport pupils at public expense, and, in fact, exercise such authority as will make it possible to give the county as a whole a thoroughly modern school system. This law, while seemingly misunderstood by those inconvenienced by its operation, represents the most progressive thought of the leading school administrators of the country, and the effects of its enforcement will abundantly justify its enactment within a reasonable period of time.

Under the old plan of organization, the county superintendent of education not only was able to name a board in thorough sympathy with his own views but he could absolutely dominate the educational policy of the county. In fact, it was practically necessary for him to do this inasmuch as he had to be re-elected every four years, and, therefore, must so fashion his official conduct as to keep the good will of the public. He could not afford to take any very radical steps, however much they might be needed, for fear of losing public favor. Consequently it happened that the superintendent upon coming into office had associated with him an entirely new board, and the schools of the county were intrusted to inexperienced officials, who had not had the opportunity, nor frequently the desire, to understand the policy of the preceding administration. The superintendents who served under this plan were doubtless as good men, on the whole, as could be secured under such a system but they could not justify the system.

Now, however, the county superintendent has, in theory at least, become a supervisor of schools. The business

affairs of the administration rest directly upon men of proven experience and ability, who are responsible to the people of the county who elected them. The county superintendent is expected to give his entire time to the work of supervision, leaving the weightier business problems to the board and the clerical work to office assistants. A minority of the members of the board go out of office biennially, and, for that reason, progressive policies may be inaugurated by the board and the superintendent, without at the same time apprehending that they might be suddenly discontinued because of the unfavorable result of a political election. In other words, faithful school men may now hope to have their plans and policies given a fair trial before being summarily set aside.

The results that are already appearing in the counties of the State where the law has been given a fair trial show very plainly that a more experienced type of business man and a better prepared supervisor of schools are usually to be found. Of course, there are exceptions, but they are few.

The distinguishing thing about our present scheme of school organization is that it makes for the same character of business administration in our school system that is found in other departments of the public service, the county board of education being clothed with substantially the same powers that city boards of education, in our largest municipalities, have enjoyed for a long time. The advantages of the plan, if summarized, are as follows:

1. The effective administration of the schools of the county by a capable board of five members, elected from the county-at-large by the qualified electors, clothed with ample power and responsible only to the people—a board that will do its duty fearlessly, since a majority of its personnel cannot be changed at any single election.

2. The supervision of the schools of the county by a professionally trained county superintendent of educa-

tion with competent assistants elected by and responsible to the county board of education.

3. The consolidation of small rural schools into graded central schools, to which children are transported, when necessary with the attendant advantages of classified work, practical courses of study, better teachers, better schoolhouses and equipment, and social center activities.

4. The removal of the schools from the partisan influence of cheap politics.

In order to further the efficiency of the public school system and to agree upon certain policies that it was for the interest of the various county boards of education to work out together, a conference of county boards of education was called at the Capitol on Monday, December 4th, 1916, where the following program was carried out:

I. THE PURPOSE OF THE CONFERENCE.

II. BUSINESS SESSION.

1. Enrollment.
2. Comfort of members while in city.
3. Hours of meeting and of adjournment.

III. THE COUNTY BOARD LAW.

1. The reading of the act, section by section.
2. A general statement of the powers and duties of the board under the law.
3. Discussion.

IV. THE DUTIES OF THE BOARD.

1. To Study Public School Conditions in the County.
 - (a) The locations of school buildings, distances to other schools, roads, accessibility to pupils.
(Charted.)
 - (b) The character and conditions of each building and grounds.
 - (c) The equipment of each school, desks, drinking apparatus, toilets.

- (d) The experience, qualifications and grade of certificate of each teacher employed.
- (e) The number of grades being taught by each teacher.
- (f) The enrollment and attendance in elementary grades ; in high school grades.
- (g) The schools having improvement associations, libraries, boys' and girls' clubs.
- (h) Records and reports.
- (i) The attitude of each school toward the community.
- (j) The attitude of each community toward its school.

2. To Encourage Worthy Lines of Work.

- (a) The erection, repair and equipment of school buildings.
- (b) The visitation and supervision of schools by the county superintendent.
- (c) The county teachers' association.
- (d) The adult schools for the removal of illiteracy.
- (e) The teachers' reading circle.
- (f) The school improvement association.
- (g) The school library.
- (h) The observance of the four special days.
- (i) Attendance at county teachers' institutes on School Officers' and Patrons' Day.

3. To Plan for the Future.

- (a) The character and qualifications demanded of efficient county superintendents of education.
- (b) The qualifications and number of assistants to the county superintendent to be employed.
- (c) The number and kind of men for school trustees.

- (d) A more efficient and permanent teaching force.
- (e) Rules and regulations governing the schools.
- (f) The consolidation of schools and the transportation of pupils.
- (g) The enforcement of compulsory attendance.
- (h) The wisdom of calling an election for local taxation.

V. QUESTIONS, SUGGESTIONS AND DISCUSSIONS.

VI. SHALL THE COUNTY BOARD OF EDUCATION ORGANIZE A PERMANENT ASSOCIATION?

VII. RESOLUTIONS.

VIII. ADJOURNMENT.

This conference continued for three days during which time a complete interchange of ideas was had and some definite lines of action were agreed upon. The four resolutions which follow give some evidence of the temper of the boards:

RESOLUTION 1

Inasmuch as recent legislation will make possible increased funds for the maintenance and support of schools, thereby assuring suitable buildings, proper equipment, longer terms and better salaries; and inasmuch as the demands upon the schools are becoming greater from year to year; and inasmuch as the teacher more than any other factor determines the character and work of the schools; therefore,

Be it resolved by the County Boards of Education in conference assembled:

1. That we do hereby express our belief that professional training is necessary to the highest efficiency in teaching.

2. That a teacher who is content to hold a certificate of lower grade or to continue teaching without making any effort to secure specific professional training is lacking in the proper attitude toward her work.

3. That it is the duty of school officials to encourage teacher-training, and in filling positions, to give the preference, all things being equal, to those who have been especially trained for the work.

4. That as early as conditions will permit, we will employ as teachers in the schools only those who possess the requisite amount of scholarship and professional training.

RESOLUTION 2

Recognizing in the Teachers' and Young People's Reading Circle a practical agency for the professional training of teachers in service and for the cultivation of a taste in reading among children, and realizing that the establishment of a school library is a necessary adjunct to such a plan,

Therefore, be it resolved, by the members of the County Boards of Education of Alabama in conference assembled:

1. That each county board of education should require all teachers employed in the county to read the three professional books adopted annually by the State Reading Circle Board and to stimulate their pupils to take the course prescribed for young people.

2. That every worthy effort be made to induce the court of county commissioners or board of revenue to appropriate the necessary ten dollars to secure State aid in the installation of each library and that the county superintendent of education and teachers be urged to secure every library available each year.

RESOLUTION 3

Whereas applicants for teachers' certificates are rejected at each State examination because of similarity of answers and other evidences of cheating, and

Whereas such a practice is wholly repugnant to the profession of teaching; therefore,

Be it resolved, by the County Boards of Education of Alabama in conference assembled:

1. That we express our hearty disapproval of any semblance of unfairness on the part of any individual at any examination.

2. That we look with disfavor upon the employment of any person that may have been rejected by the State Board of Examiners because of evidence of unfairness.

3. That we request the State Superintendent of Education to send to the county boards of education, following each regular examination, a list of the names and addresses of all teachers throughout the State rejected because of evidence of unfairness.

4. That we urge upon those charged with the responsibility of conducting examinations in the several counties the wisdom of using due diligence in the detection and prevention of any semblance of unfairness.

RESOLUTION 4

Whereas, all the children of the State are entitled to reasonable educational advantages at public expense and,

Whereas, fees and supplements are being collected in many counties of Alabama in violation of the law and to the prejudice of many poorer children; therefore,

Be it resolved by the members of the County Boards of Education of Alabama in conference assembled, That it is the sense of this body that on and after October 1, 1917, all elementary public schools should be absolutely free.

It was the sense of the more than one hundred members present that the meeting had been a most profitable

one, and a unanimous decision was reached to meet again from year to year.

CONSOLIDATION

It has been the policy of the Department of Education to counsel deliberate action in the consolidation of schools. The history of the consolidation movement shows that where the work has been wisely done, the efficiency of the schools has been greatly increased. The chief obstacle to consolidation lies with the rural people themselves. They are, as a rule, conservative,—have a sort of sacred regard for the one-room school, and, therefore, often look with disfavor upon any plan that would remove a school building a little further from their own doors. This means that until a county board of education is willing to enter upon such work in a painstaking and comprehensive way, it would perhaps be better not to proceed at all.

Any program of consolidation that does not proceed from a thorough familiarity with the present and future geography and population of a county, as a rule, will likely result in mistakes that will in the end prove a hindrance to the consolidation movement. Furthermore, it must be absolutely understood that the principle underlying consolidation is not cheapness but efficiency. The properly consolidated school will cost more money but it will yield better returns upon the investment. There will be better qualified teachers, specializing upon specific grades of work, with better buildings and equipment, with better supervision, and, therefore, better instruction.

Prior to the Legislature of 1915, county boards had no authority to consolidate schools and transport pupils at public expense, therefore, but little had been done except in Mobile and Sumter counties. Since the enactment of the law, however, some seventy-five consolidations of va-

rious types have been effected and during the last scholastic year approximately seventeen hundred children were transported to school at public expense,—marked tendencies to consolidate appearing in Escambia, Jefferson, Lauderdale and Chambers. It is probably true that there is hardly a county in the State that is not now making some beginning in this wider field.

Perhaps, the most significant consolidation which took place last year was at Five Points in Chambers county. Where once was an old weather-beaten, dingy-looking building, consisting of a large room poorly equipped and insanitary, there now stands a splendid two-story building with six classrooms, a principal's office and a commodious auditorium and stage. The building is equipped in modern style and has electric lights, steam heat and sanitary toilets.

The Five Points School resulted from the consolidation of a two-room school at Five Points and from one-room schools at White Plains, Farmers and Fair View. The term of these schools had been seven months and the total attendance reached one hundred twelve. Since consolidating at Five Points, the term has been nine months and six teachers are employed. In the several schools during the year preceding the consolidation, thirteen high school pupils were in attendance, while during the first year of consolidation, forty-four pupils were pursuing high school work and one hundred twenty-eight elementary school work. The educational advantages have already been summarized:

“The enrollment and attendance of the new school as compared with the old, have materially increased; older pupils who had lost interest because of the inefficiency of one-teacher schools have again enrolled; tardiness is being eliminated; pupils are better graded and classified; teachers now find time to give a pupil training in nature study, agriculture, manual training, music and art; a

nine-months' school with pupils housed in a sanitary building has taken the place of a seven-months' term in small buildings, poorly heated, lighted and ventilated."

HOW TO CONSOLIDATE

In order to enter upon an intelligent consolidation program, the county board of education should make a careful and comprehensive study of the geography of the county and chart the information to show the following:

1. The location of school buildings.
2. The number of children of school age.
3. The roads and their condition.
4. Natural barriers.

Following this, the county superintendent should prepare a tentative plan for redistricting the county,—this information being submitted on a new map showing the proposed changes. After going over this matter carefully the board will be in a position to intelligently plan its county consolidation program.

It will not be necessary to enter upon an entire program at one time but it will be readily seen that the interests of all parts of the county will be best cared for if the complete plan is in mind before a beginning is made. There are some other precautions that county boards should take before beginning consolidation, namely, the provision of sufficient revenue through the necessary county and local tax levies to make sure that the consolidation program shall not miscarry because of a lack of funds.

In the last analysis, it should be borne in mind that painstaking care should be given to the work of planning and promoting consolidation. There will be those who will oppose and unexpected obstacles will confront. County boards of education may go about the work, however, with the assurance that the consolidated school itself is

the best argument with which to meet objections to it, and that a good school building, properly located and equipped, with a competent teaching force will soon remove all objections.

ELEMENTARY SCHOOLS

SCHOOL POPULATION

According to the last biennial census which was taken in the summer of 1916, there are 444,060 white children of school age and 336,306 negro children of school age in Alabama. The number of whites has undoubtedly increased and the number of negroes decreased for reasons which will rapidly appear to those familiar with conditions.

ENROLLMENT

During the scholastic year covered by this report, 348,227 white children were enrolled in the public schools of the State or an increase of 3,746 over the enrollment for the preceding year of 344,481. In the elementary grades there was an increase of 3,089 and in the high school grades of 657 pupils. Using the figures of the last census, 78% of the white children of school age were enrolled. In schools for negro children the enrollment in 1915-16 was 158,621, a year later 156,729,—a decrease of 1,892. This result is obtained by deducting from the total decrease in the elementary schools which was 1,912, the actual increase in the high school grades which was 20. The percentage of children enrolled in negro schools for 1915-16 was 47.

The percentages given do not quite represent the actual enrollment because district agricultural schools, county high schools, private and denominational schools, pupils of school age in institutions of higher learning and children who have completed the elementary course of study

and gone to work are not taken into the count. Making due allowance for them, it is still not too much to say that 15% of the white children and 30% of the negro children in Alabama did not enter school during the year,—a condition which we may hope will be decidedly improved when another report is issued because of the compulsory attendance act which becomes operative October 1st, and because of a growing appreciation of educational values.

ATTENDANCE

The average attendance in schools for white in 1915-16 was 214,294, and in 1916-17 an increase of 5,740 brought the total up to 220,034. It is to be remarked that this net increase was the result of approximately a 3% increase in the number attending elementary grades and of a 24% increase in the number attending in high school grades. Based on the latest census returns, the percentage of attendance upon enrollment was 63. Because of the removal of negroes to the East and North, the average attendance in their schools showed a decrease of 3,459 over the number for 1915-16 of 97,384.

Using the school census as a basis, 50% of the white boys and girls were in average daily attendance and 29% of the negro boys and girls. Making due allowance for those of school age who attended district agricultural schools, county high schools, private, denominational and parochial schools, and institutions of college and secondary grade, the results are still far from satisfactory as the following tables will show:

ENROLLMENT

Rural

Year.	White.	Negro.
1915-16.....	292,960	135,807
1916-17.....	293,389	133,325

Urban

1915-16.....	51,521	22,814
1916-17.....	54,838	23,404

ATTENDANCE**Rural**

Year.	White.	Negro.
1915-16.....	174,170	85,417
1916-17.....	178,666	82,660

Urban

1915-16.....	40,124	15,426
1916-17.....	41,368	14,724

From an examination of the above, it would appear that there has been a somewhat normal increase both in rural and in urban enrollment and attendance in white schools and a positive decrease in the case of negro schools. This latter condition is due to the leave-taking of the negroes as already suggested.

LENGTH OF TERM

The average length of term for all schools during the year was 122 days; for rural schools 110 days and for urban schools 176 days, an excess in favor of the latter of 66 days. These figures do not convey their real significance unless contrasted with those found in the report of the National Commissioner of Education where the average term for all schools in the United States is 35 days longer than in Alabama, that is, 157 days. In the case of urban schools, the Alabama term of 176 days is less by 8 than the corresponding average term for the country as a whole, while in rural districts, Alabama's average term of 110 days is 27 days less than the average term for the United States of 137 days. It will be seen that the average term offered in both urban and rural schools for

whites and negroes has remained practically constant. These figures furnish unquestionable evidence that our country boys and girls cannot secure advantages that compare favorably with the boys and girls in the cities under present conditions. The local tax levies in many counties of the State will make it possible to equalize these conditions another year thereby evening up an embarrassing situation that has tended to attract boys and girls away from farm life and the farm home.

NUMBER OF SCHOOLS

The number of schools taught during the year was 4,713 for white children and 2,042 for negro children. Ninety-six per cent of the schools for white and 80% of the schools for negroes were reported as graded. In 1915-16 there were 4,758 schools for whites and 2,087 schools for negroes taught in Alabama. The consolidation of schools, therefore, is seen to have been undertaken to some extent. This tendency will be considerably increased under the conditions now prevailing since local tax money provides the means both of erecting suitable buildings and of transporting pupils at public expense. Boards of education are clothed with authority to locate schools with reference to convenience, efficiency and economy and there is every reason to believe that this work will go steadily on.

TEACHERS—WHITE

Employed in giving instruction in the public elementary schools of the State were 8,351 teachers, an increase of 209 over the total number for the preceding year. Since the number of schools was decreased by 45, there were at least 254 teachers employed to assist in schools already using one or more teachers. This, of course, tended to relieve congestion and to make possible better work.

Of the teachers employed 2,359 were men and 5,992 were women,—a further increase of the already too great difference between the number of males and females. Inasmuch as during certain phases of development in the child's life, he needs the refining influence of women, there is some danger that we may overlook the fact that certain masculine characteristics are likewise essential. Tardiness in paying the salaries of teachers and the opportunities for remunerative employment abounding in other fields of work are operating to deprive the schools of the services of men. This is to be regretted and in fact must be remedied else the schools cannot do their best work.

TEACHERS' SALARIES

The amount paid for salaries in the public schools of the State amounted to \$3,145,604 for white teachers—an average annual salary of \$431 for each man and \$363 for each woman, almost precisely what they were the year before, and despite the fact that the high cost of living is constantly increasing. For the rural schools, the salaries of men and women were \$367 and \$304 respectively on the average, while in urban schools the corresponding figures were \$1,348 and \$595, in this last case a very slight increase for both sexes over the figures of the preceding year.

There would appear to be a too decided difference in the pay of men and women in urban schools, but this is due to the fact that but few men are employed and those who do serve occupy the position of principal which carries with it a considerably larger salary than that paid for grade work.

TEACHERS' CERTIFICATES

Of the 8,351 white teachers employed in the public schools during the year 8,245 held certificates as follows:

Life	1,182, or 14%
First Grade	1,724, or 21%
Second Grade.....	3,264, or 40%
Third Grade.....	2,075, or 25%

These figures are substantially the same as for the preceding year, there being a negligible increase in the number holding first and second and a slight decrease in the number holding third grade certificates. The above figures while not altogether satisfactory, fail to reveal one condition that is lamentable, namely, the excessive disadvantage of the country child as compared with the city child in the qualifications of the teachers offering instruction. When classified upon the basis of the grade of certificate held, the percentages for rural and urban territory are as follows:

	Rural.	Urban.
Life	10	37
First	19	32
Second	42	27
Third	29	4

It is hardly less than pathetic to note that 70% of the teachers in rural schools hold second and third grade certificates, and when short terms and poor buildings and equipment are added to the already decided disadvantage of the country child, it is impossible not to discover that rural boys and girls do not have an even chance. The law authorizing the certification of teachers on the basis of graduation will of necessity do something to increase the number of teachers holding the higher grades of certificate, but the fact is unquestionable that more revenue and better buildings and equipment will have to be provided for the rural schools if teachers of the proper qualifications work there for any longer time than is necessary to get the experience demanded by urban schools as a condition precedent to employment.

TEACHERS' INSTITUTES—WHITE

Under the Alabama law institutes may be held at any time of the year. A limited number of field workers are employed and the institutes are held for the most part while the schools are in session with all the teachers of the county in attendance. The schedule is arranged in keeping with the wishes of the county boards of education, so far as this is practicable. This law has been in force now long enough to demonstrate its superiority over the former summer institute which necessitated the employment of a large corps of workers, some of whom were inexperienced in institute work, conflicted with summer sessions at institutions of higher learning and, by the very nature of the case, could not weld the teachers of a county into a coherent working body since those in attendance represented a great number of counties and were not interested in the special problems of the county in which the institute was held. Aside from this the instruction given in the summer institute was further weakened because much of it had vanished before the teacher had the opportunity to apply it in the classroom. Then, too, many teachers were interested in vacations, business and other activities which, with the oppressive heat of the summer season, left the teachers in no condition either mentally or physically to do intensive work.

Under the present plan, definite policies can be worked out for the betterment of the specific schools of the county. The county board of education, the county superintendent and the representatives of the State Department of Education can all concentrate upon those policies that vitally concern the public school system of the county. This is the only time in the year in many counties when its entire corps of teachers can be assembled, and while the schools are suspended during the progress of the institute, there can be no doubt that the increased

efficiency which comes from careful planning and study will in the end yield positive returns that could not come under the original plan.

The institute extends over a period of four days, beginning on Wednesday and closing on Saturday following. The work of the institute is both general and specific. During the general period the problems in which all the teachers of the county, as a unit, are interested are presented while in the special period subject-matter and methods adapted to teachers of elementary, grammar grade, and high school subjects are presented by trained workers. Saturday of the institute is devoted specially to the county teachers' association at which time the school problems of the county are frankly presented and discussed, the better organization of the county teachers' association and allied agencies is effected and specific plans outlined by the county board of education through the county superintendent. The teachers' institute, in this way, makes possible an intelligent understanding of school problems, gives young and inexperienced teachers first-hand contact with those who are well-seasoned and in a word harnesses the educational forces of the county for cooperative as well as individual effort.

The institutes are serving a distinct purpose in making possible improvement in service on the part of teachers, in stimulating a sympathetic interest in sanitary conditions, in a closer bond of sympathy between the home and the school and in the intelligent education of teachers and the public as to the merits of school legislation, as for example, local taxation.

In attendance at the teachers' institutes for whites during the year there were 8,083 teachers—2,351 men and 5,732 women, a decrease in the case of the former and an increase in the case of the latter. The percentages of certificates held by these teachers were as follows:

Life	16
First Grade	20
Second Grade	40
Third Grade	24

The children taught by these teachers were classified as follows:

Elementary Grades

First Grade	23%
Second Grade	15%
Third Grade	14%
Fourth Grade	13%
Fifth Grade	13%
Sixth Grade	12%
Seventh Grade	10%

High School Grades

First Grade	45%
Second Grade	29%
Third Grade	16%
Fourth Grade	10%

The average teaching experience of those employed in elementary grades, as shown by the enrollment cards was 35 months, and of those teaching in high school grades 27 months. The average term of service in any given locality was one and nine-tenths scholastic years. Sixty-four per cent of those in attendance reported that they were teaching their first year in the present locality. Of these teachers, 766 reported they were teaching manual training; 1,083, sewing; 437, cooking; 3,394, agriculture; 1,539, music; and 2,430, drawing. Pupils' clubs were reported as follows:

Literary	2,023
Corn	1,458

Pig	1,134
Canning	729
Poultry	164

So far as the training of the above teachers is concerned, 971 never went beyond the elementary course of study of seven grades, and the remaining 7,112 attended high school for an average of 26 months; 3,474 attended a normal school for an average of 18 months and 1,887 attended some college or university for an average of 25 months. Now that we have school laws that are modern, it behooves us to concentrate upon the professional training of teachers, for after all the work of instruction is the thing of greatest moment for the school.

PUBLIC SCHOOL PROPERTY—WHITE

The value of schoolhouses and sites amounted in 1915-16 to \$7,434,626. In 1916-17 an increase of \$175,000 brought this total up to \$7,609,830. The value of school buildings in the 45 cities of two thousand inhabitants or more is considerably in excess of the value of school buildings in all the rural districts of the State, including towns of less than two thousand inhabitants—a condition that cannot be justified when we recall that 82% of the total population of Alabama lives in rural territory.

The value of the equipment in the above schools amounted on October 1, 1916 to \$759,933, and it grew during the year to \$824,433, a net increase of \$64,500. Here again, we have a concrete example of the widely divergent conditions in rural and urban territory. Every school in the city, without exception, is supplied with patent desks, while only 60% of the country schools are so supplied. It is true that State aid in the erection, repair and equipment of school buildings is designed to even up the situation. The desired relief, however, will never come in full until districts have been properly formed

and district taxation is levied for the specific purpose of erecting buildings and providing equipment.

TEACHERS—NEGRO

In the schools for negro children last year 641 men and 1,931 women were employed. There was a slight decrease in the number both of men and women due to the egress of negroes to other states. There were expended in the form of salaries upon the teachers so employed \$399,970, a decrease of \$20,185 over the preceding year. The average salary paid to each man was \$167 and to each woman \$152, and the length of the school term was 104 days.

TEACHERS' CERTIFICATES—NEGRO

The grades of certificates held by that portion of the 2,572 teachers who were required to hold State certificates were as follows:

Life	120
First Grade	23
Second Grade	606
Third Grade	1,802

So far as the qualifications of the teachers are concerned there seems to be no improvement over the preceding year.

TEACHERS' INSTITUTES—NEGRO

The enrollment in teachers' institutes for the year totaled 2,053—25% or 506 being males and 75% or 1,547 being females. These teachers held certificates as follows:

Life	102
First Grade	27
Second Grade	518
Third Grade	1,406

Twelve hundred eighty-six teachers were employed in one-room schools and 203 teachers were employed in that capacity for the first time. The average teaching life of those employed in elementary schools was 43 months and in high schools 29 months. While the average term of service in the present locality was 21 months. Special work in the following subjects was reported by teachers to the number indicated:

Manual training	553
Sewing	922
Cooking	377
Agriculture	802
Music	474
Drawing	846

The schools taught fostered clubs as follows: .

School Improvement	788
Literary	359
Corn	218
Pig	170
Canning	289
Poultry	118

The distribution of pupils by grades was as follows:

Elementary

First	33%
Second	19%
Third	15%
Fourth	13%
Fifth	12%
Sixth	6%
Seventh	2%

High School

First	60%
Second	24%
Third	18%
Fourth	8%

In the matter of professional improvement while in service, 238 reported as members of the Alabama Teachers' Reading Circle; 537 of the State Teachers' Association; 700 as members of county teachers' associations; 1,126 as subscribers to school journals and 504 as having attended some time during the year a six weeks' summer school.

It should not be inferred that the figures taken from the institute enrollment cards represent the exact status of the profession in Alabama. Many of our teachers holding the higher grades of certificates were not enrolled in the institutes having met the legal requirements by professional work of three weeks' duration at some institution of higher learning. Still others were engaged in private and denominational schools and did not have to attend, and a large number of others were employed in our institutions of higher learning. Be as charitable as we will, however, we cannot deny that the preparation of the teachers of the State is far below reasonable requirements, and that the school officials everywhere should wage an active campaign for teacher-training.

PUBLIC SCHOOL PROPERTY—NEGRO

Schoolhouses and sites were valued last year at \$782,024, and this amount was increased during the present year to \$789,332. For rural districts, the property value of buildings and grounds amounted to \$503,987, and in urban districts \$285,345. The equipment of the above schools including seats increased in value from \$94,369 to \$95,646, and of this amount \$55,171 were reported for

rural districts and \$40,475 for urban districts. It is a deplorable fact to find that only 231 out of 1,964 schools, that is, one out of every eight in rural districts has patent desks, while all schools in urban districts were reported as being so supplied. There is still a relatively larger increase in the values of school buildings and equipment in the case of negroes than in the case of whites. This is to be explained, however, by the assistance given by philanthropists in other parts of the country, from participating in the benefits of which whites are excluded.

RECEIPTS AND EXPENDITURES

The total of all public school funds for the year amounted to \$4,569,163, a decrease of more than \$25,000 over the amount for the year ending September 30, 1916. This falling off resulted largely from a decrease in the poll tax amounting to \$70,000 and in the receipts from fees and supplements amounting to \$22,541—these figures being somewhat offset by receipts from the dog tax and from one or two other sources. Fees and supplements were collected during the year amounting to \$484,054. This plan of raising revenue shows a substantial falling off and indicates a further unwillingness on the part of the people to pay a per capita tax on each pupil enrolled, which all thoughtful men agree is unfair and sometimes prohibitive. In fact, our courts have specifically held that no fee can be legally collected except for such perishable and necessary supplies as fuel and crayons.

Since the compulsory attendance law is to go into effect the beginning of the new year there will certainly be a further reaction against the collection of tuition fees. It is to be hoped that county boards of education will continue to discourage the levying of fees and see to it where longer terms are desired that the sources of taxation are utilized and the schools made absolutely free to all who would enter. It is certainly an inconsistent and inde-

fensible position to say that a pupil shall attend school and that he shall be required to pay for the privilege of meeting a legal demand which inures to the benefit of the State even more than to the individual.

CERTIFICATION OF TEACHERS

A far-reaching stimulus to teacher-training is the recognition given to graduates of certain institutions of higher learning by act of the Legislature of 1915. Beginning with 1915, graduates of our Class "A" Normal Schools and with 1916 graduates of the Alabama Girls Technical Institute, receive teachers' certificates upon the basis of graduation. The same courtesy may be extended to graduates of similar institutions in other states provided their standards are, at least, equivalent to those here.

The Board of Examiners is also empowered to grant first grade certificates to graduates of institutions of higher learning, within and without the State, who finish a four-year college course, based upon a four-year high school course, and in addition successfully pursue a fixed number of hours of professional study for one full scholastic year. The law also authorizes the validation of certificates issued in other states for a period not to exceed the date of their original expiration, provided that the certificates issued elsewhere are unexpired state certificates and are granted upon the fulfillment of requirements as exacting as those upon which certificates of like grade are granted in Alabama.

The law also makes it possible to extend the certificate of any teacher for one year at a time and for a total of not more than four consecutive years, provided the holder of a certificate pursues a course of professional study of six weeks' duration at some institution of higher learning during the twelve months next preceding the date of the

expiration of the certificate. The study upon which the extension is based must be of a professional nature and within the limits fixed by the Board of Examiners. In addition to the above, examinations for the certification of teachers are conducted three times each year beginning on the third Monday of the months of April, July and December. The highest type of certificate,—the life grade,—can only be granted upon the completion of a certain number of years of actual teaching under an Alabama first grade certificate, and the successful passage of an examination on at least three professional books including the history of education.

During the year 1915-16, the total number of persons applying for teachers' certificates was 12,263,—4,976 of whom were successful, 3,743 white and 1,233 colored. For the year 1916-17 there were 10,562 applicants—4,945 of whom received certificates, 3,777 white and 1,168 colored. It is somewhat significant that the number of first grade certificates issued upon graduation as compared with the number issued as a result of examination were 409 and 271 respectively, while in the matter of extension, which totaled 578, the holders of third grade certificates were largely in a majority. The total number of validations of certificates issued in other states was 57, and, in this case, first grade certificates were more often recognized.

To those who are familiar with conditions in the State, it is evident that the new law has done a fine service in that it has caused the establishment of departments of education in many of our institutions of higher learning,—the list now including the University, Alabama Polytechnic Institute, Alabama Girls Technical Institute, and the following private and denominational colleges: Howard, Birmingham, Southern, Woman's, Judson, and Athens. The influence of these institutions and the numbers

pursuing the educational courses show a healthful and growing sentiment favorable to the professionization of teaching.

The responsibility for the certification of teachers in Alabama rests upon a State Board of Examiners, consisting of the State Superintendent of Education, as ex-officio president and two appointive members—a man and a woman, the former being the secretary of the board. A card system of records is kept on file for the information of the school authorities of the State and for the protection of teachers, who have met the demands of the law. Each teacher applying for certification, validation or extension is required to pay a modest fee which goes to defray the expenses incurred in making the law effective. The receipts for the year 1916-17 totaled \$14,406.91, while the expenses incurred in making the law effective totaled \$14,328.83, leaving a net income for the year of \$78.08.

Full information about the plans of certification is printed and distributed yearly by the Board of Examiners. The subjects upon which examinations are based are constant but special announcements are made from time to time in literature for first and second grade applicants, and in the subject of History of Education, upon which the applicants for life certificates are required to stand. For the year 1916-17: Theory and Practice of Teaching and Class Management—Teaching the Common Branches, Charters; Psychology—Human Behavior, Colvin and Bagley; Reading—Essentials of Teaching Reading, Sherman and Reed.

It is highly desirable that the present law shall be further liberalized to authorize the certification of teachers of kindergarten, primary and grammar grade subjects and of teachers of special subjects in elementary and high schools.

ALABAMA TEACHERS' AND YOUNG PEOPLE'S READING CIRCLE

The Alabama Teachers' and Young People's Reading Circle is the creature of the Alabama Educational Association. Its purpose is to stimulate professional reading on the part of teachers, and the reading of books in the school library on the part of pupils. In order to make the work effective, local reading circles are established in the several counties of the State, and the three books adopted annually are used as a basis of work both in the county teachers' institute and in the county teachers' association. In those counties where the teachers' associations cannot meet as a unit throughout the year because of conditions of the weather and of the roads, the teachers meet in groups under district leadership and pursue the work in an organized way. Recognition is given by the State Board of Teachers' Examiners to the holders of Reading Circle certificates and diplomas. The books adopted for 1916-17 were as follows:

1. Better Rural Schools—Betts and Hall.
2. Health and the School—Burks.
3. Teaching the Common Branches—Charters (or Methods of Teaching in High School—Parker).

Recognition to be given for the completion of Reading Circle work by the Board of Examiners has been fixed for the different grades of certificates as follows:

Third Grade Applicants—Theory and Practice of Teaching and Class Management.

One reading circle certificate will exempt from two questions; two certificates from three questions; three certificates from four questions and four certificates or a diploma, from the entire examination on this subject.

Second Grade Applicants—Theory and Practice of Teaching and Class Management.

One reading circle certificate will exempt from two questions; two certificates from three questions; three certificates from four questions and four certificates or a diploma, from the entire examination on this subject.

First Grade Applicants—Psychology.

One reading circle certificate will exempt from one question; two certificates from two questions; three certificates from three questions and four certificates or a diploma, from the entire examination on this subject.

Life Applicants.

Two reading circle certificates will exempt from one question on each of the two professional books other than the history of education; three certificates from two questions on each of these books and four certificates or a diploma from the entire examination on these books.

All applicants for life certificates are required to write the examination on history of education.

Inasmuch as the Reading Circle year begins July 1, the adoption for the new year has already been made as follows:

1. Society, Its Origin and Development—King.
2. All the Children of All the People—Smith.
3. Language in the Elementary Schools—Leiper; The Teaching of English in the Secondary School—Thomas.

The value of the Reading Circle as an agency for the training of teachers in service is attested by the fact that during the year 1916-17 certificates were issued to 2,517 teachers and diplomas were awarded to 163 teachers.

RURAL SCHOOLHOUSE LAW

It has been an exceedingly difficult matter to have the present law authorizing aid in the erection, repair and equipment of rural schoolhouses understood. This is due

to the fact that, under the old law, the State in effect handed out \$200 to any community that declared the intention of erecting a building or making other improvements. Nobody had authority to see whether the conditions were ever met and it is known that in many instances the law was seriously abused. Aside from the laxity of the law, it was wrong in principle in that it gave the same help to every community providing the required two acres of land, no matter what the size of the building might be or what expenditure the community might make upon it.

The Legislature of 1915, however, amended the law so as to cure most of its defects. The money is no longer released until the building project has been completed according to plans and specifications furnished by the State Department of Education and final inspection made. Furthermore, the aid given in any instance is proportioned to the amount invested by the local community, and to the size of the building to be erected. From the looseness of the former plan to the business-like methods of the latter, was a long step, and it has been difficult to have even school officials familiarize themselves with the present procedure. Without any intention of bringing on trouble, communities have followed the old plan thereby embarrassing their own county superintendents and boards of education, as well as the State Department.

The complications have been great enough in some cases to make those who would avail themselves of State aid feel that there was too much red tape about the new plan to justify them in asking for aid. Now and then the county superintendent has become discouraged and advised either postponing the building enterprise or undertaking it without State aid.

More recently, the forms for making application have been consolidated and simplified wherever possible, and a state-wide effort has been made to acquaint all county

superintendents and boards of education with the proper procedure. It is believed that within another year, the law will not only have popularized itself with those who are to administer it but will be taken full advantage of by those counties that have levied the local tax, and, therefore, are in a position to use such money as a basis of making application for the one-third that the State stands ready to give upon suitable conditions.

Under the present law, \$134,000 is set aside annually for the erection, repair and equipment of schoolhouses in rural territory including towns of not more than four hundred inhabitants by the last Federal census, that is \$2,000 for each county. This annual appropriation is further augmented by the unexpended balances for the preceding year. These balances are lumped together at the close of the year and one sixty-seventh of the total amount is placed to the credit of each county. The share of each county for the year 1916-17 was \$4,784.23. Below will be found a tabulation of the expenditures for the erection, repair and equipment of rural school buildings for the year covered by this report:

Type of Building and Character of Improvement.	Number of Buildings.	Amount Expended.
One room buildings erected.....	36	\$27,757.23
Two room buildings erected.....	25	28,666.57
Three room buildings erected.....	16	28,653.35
Four room buildings erected.....	5	12,200.00
Five room buildings erected.....	10	42,000.00
Larger type erected	5	25,000.00
Rooms added	54	23,847.63
General repairs	53	17,690.14
Equipment	52	11,011.92
	<hr/> 256	<hr/> \$216,826.84

From an examination of the figures above, it will appear that ninety-seven buildings were erected during the

year with State aid, and that the average cost of each was \$1,695. Of these, thirty-six were one-room buildings and sixty-one were buildings of two or more classrooms. If the old law had continued in force, there is no doubt that the number of one-room buildings would have been increased, the number of buildings of two or more classrooms decreased and all the buildings erected would probably have been of inferior quality.

It will also be noted that 159 schools received for repair or equipment \$52,549, and that the average expenditure for each school so aided was \$330. As already indicated, it is believed that the plans and literature recently prepared by the Department setting out the exact procedure, step by step, for securing State aid, place us in a position to enter upon a wise program of building particularly in those counties that have availed themselves of the machinery for raising revenue by local taxation, which makes all property contribute its just quota. This law is a significant movement for making possible school plants and equipment in the rural districts that will compare somewhat favorably with those to be found in the cities and towns.

RURAL SCHOOL LIBRARIES

By statutory provision the sum of \$100 is placed to the credit of each county annually for aid in establishing libraries in ten schools in rural districts. The unused balances from the several counties are added together and re-apportioned annually among the counties of the State also, so that for 1916-17 twenty-eight libraries were available for each county. One county, Jefferson, has taken every library available since the law became effective. The figures for the several counties follow:

**NUMBERS OF RURAL LIBRARIES ESTABLISHED WITH
STATE AID FOR EACH YEAR ENDING
SEPTEMBER 30th**

County.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	Total
Autauga	10	2	8	0	0	11	31
Baldwin	10	10	18	18	7	4	67
Barbour	10	9	7	1	1	1	31
Bibb	10	14	18	19	0	24	75
Blount	10	0	4	0	0	0	14
Bullock	7	8	6	1	4	1	27
Butler	0	7	0	10	3	6	26
Calhoun	0	10	10	0	1	4	33
Chambers	0	0	18	19	24	28	89
Cherokee	0	10	11	1	3	7	35
Chilton	10	7	15	1	14	0	50
Choctaw	1	0	3	2	3	2	16
Clarke	0	11	18	7	10	3	49
Clay	10	7	10	1	2	3	33
Cleburne	3	6	10	4	3	4	30
Coffee	0	1	1	0	0	0	7
Colbert	0	2	8	6	7	0	23
Conecuh	4	3	3	3	0	2	15
Coosa	10	5	17	0	0	0	32
Covington	0	0	11	10	1	2	34
Crenshaw	0	0	4	2	0	0	6
Cullman	0	6	2	0	0	2	10
Dale	10	7	7	2	6	4	36
Dallas	10	14	11	1	7	4	52
DeKalb	0	1	10	0	0	0	11
Elmore	10	14	15	1	7	4	54
Escambia	1	1	0	7	1	14	24
Etowah	9	6	3	2	4	3	32
Fayette	0	8	18	1	0	0	27
Franklin	4	13	11	8	4	1	41
Geneva	0	0	0	1	1	0	2
Greene	2	0	7	0	0	0	9
Hale	0	1	0	0	0	0	1
Henry	9	7	6	1	3	0	26
Houston	3	5	7	5	1	3	24

County.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	Total
Jackson	8	0	0	1	13	1	23
Jefferson	10	14	18	19	24	28	113
Lamar	0	0	3	2	0	0	5
Lauderdale	10	7	9	6	10	1	43
Lawrence	8	4	7	7	3	4	33
Lee	10	14	10	1	4	4	43
Limestone	0	5	4	4	6	3	22
Lowndes	3	0	11	4	1	1	20
Macon	8	14	0	2	1	0	25
Madison	10	14	18	12	18	13	85
Marengo	7	14	14	5	0	0	40
Marion	0	0	12	0	0	1	13
Marshall	10	14	18	9	5	0	56
Mobile	10	14	18	10	5	1	58
Monroe	7	0	17	3	4	0	31
Montgomery	10	14	13	6	13	6	72
Morgan	10	0	0	0	6	3	19
Perry	10	10	13	2	0	0	35
Pickens	4	14	18	15	18	0	69
Pike	10	1	5	2	8	0	26
Randolph	10	14	18	18	5	7	72
Russell	2	0	10	0	5	5	22
Shelby	0	0	6	2	0	12	20
St. Clair	0	12	12	11	18	12	65
Sumter	2	8	9	0	0	0	19
Talladega	10	10	4	1	3	4	32
Tallapoosa	10	10	8	0	6	1	35
Tuscaloosa	10	14	18	19	19	10	90
Walker	8	4	15	11	8	5	61
Washington	1	0	2	0	0	3	6
Wilcox	0	0	10	5	8	0	23
Winston	0	0	1	0	0	1	2
Total.....	351	420	635	325	356	263	2,350

The number of libraries taken during the year 1916-17 shows a considerable falling off as compared with the number taken the preceding year. This has resulted from

two causes: First, the intense interest and effort put forth by school officials during the year from the adoption of the local tax amendment and for the levy of the three-mill tax. Second, the failure of county boards of revenue to donate the necessary \$10 and of the State to promptly cash its warrants.

The State Superintendent of Education and the Director of the Department of Archives and History constitute a Library Board. They prepare from year to year a list of libraries that may be purchased with State aid. It has been the policy of this Board to add three new libraries each year together with a miscellaneous list for wider choice. All books are furnished, under contract, at a price substantially less than the usual list price. Detailed information is contained in the Alabama Teachers' and Young People's Reading Circle Bulletin, which may be had upon application.

STATE SUPERVISION

The Legislature of Alabama has imposed upon the State Superintendent of Education the duty of supervising the schools. In the absence of any assistance from the State treasury, two rural school agents are employed with funds received from the General Education Board. These agents work out from the Department of Education and give their entire time and efforts to the improvement of rural schools. Both are genuinely interested and capacitated for work of such a nature, and the schools of the State have felt the touch of their genius along practically every line of endeavor. Week in and week out, day and night, they have toured the State, county by county, with no other purpose in view than to promote the cause for which the schools have been organized.

While the General Education Board has made it possible for these men of broad experience and training to give

their time and efforts to the State Department of Education, it has not in any way tried to influence or control their movements; in fact, the Board has absolutely given the services of these men over to the State Superintendent, who has as full authority to direct their work as if they were employed by the State itself. For this generosity the people of Alabama owe a genuine debt of gratitude, for without the work promoted by them, the educational history of Alabama during the last decade would have been far less glowing than it now appears.

A fair conception of what these rural school agents have done may be gained from a reading of their reports which follow.

Montgomery, Ala., September 30, 1917.

Hon. W. F. Feagin,
Superintendent of Education,
Montgomery, Ala.

Dear Sir:

Complying with your instructions, I am herewith submitting a report showing my official activities and the general progress made in developing rural schools in Alabama during the fiscal year ending September 30, 1917.

This report is intended to record the general development in the several fields of work in which I have been engaged. However, it is not my desire to have it appear that the results secured in the field as a whole are by any means to be credited to my efforts alone.

I have cooperated in many laudable movements which have been inaugurated to upbuild the rural school system in many counties of the State. I have gone whenever and wherever the opportunity presented itself and the time at my disposal permitted. However, it has been possible for me to answer only a small percentage of the calls made.

A compilation of figures taken from my monthly reports the past year shows the following:

Miles traveled by rail.....	15,263
Miles traveled by other conveyances.....	4,775
Total number of miles traveled.....	20,038
Meetings held	158
Conferences attended	36
Estimated attendance at meetings held.....	10,560

OFFICIAL ACTIVITIES

My work may be officially classified under two general heads—Field and Office Activities.

Field Work.

During the year the principal field activities in which I have been engaged are

a. Campaigning in the interest of the local tax amendment to the State Constitution.

b. Campaigning in the interest of the county and district tax levies.

c. Explaining the new school laws.

d. Aiding county boards of education in planning consolidated school districts.

e. Assisting rural communities to qualify for State aid in constructing modern school buildings.

f. Aiding in a survey of the county schools of Montgomery county.

g. Attending teachers' institutes and discussing such subjects as local taxation, consolidation of schools, sanitation and health, and construction of modern school buildings.

h. Attending educational gatherings.

Office Work.

The nature of this work was principally that of attending to a growing correspondence. A great stimulus given to the construction of modern school buildings under the

administration of the new rural schoolhouse law has greatly increased the correspondence which goes over my desk. Examining deeds to school sites, planning improvements of old buildings, and explaining the rural schoolhouse law in general, have engaged the major portion of the time spent at my desk during the past year.

Other matters, such as local taxation, county fairs, seventh grade examinations and commencements, and the preparation of material for bulletins, reports and general circular letters have required no small part of the time spent in the office each week.

(a) Local Tax Amendment Campaign.

At the general election on November 7, 1916, the local tax amendment to the Constitution allowing counties, and afterwards school districts, the right to levy a tax for school purposes was ratified by a majority of more than 20,000 votes. My entire time for five months prior to the election was given to this campaign.

During the time which elapsed between October 1st and November 7th, the date of the election, I was actively engaged in the campaign in eleven counties, traveling 3,526 miles by rail and 830 miles by other conveyances, making 80 addresses in advocacy of the measure to audiences composed in the aggregate of 4,342 persons.

(b) County Tax Campaigns.

During the year, the voters of twenty-eight counties have availed themselves of the privilege granted in the local tax amendment by levying a county tax. Twenty-four of that number levied three mills; the remaining four levied only two mills. A number of school districts in the State have availed themselves of a three-mill tax. Every district in Escambia county, except two, have levied a three-mill district tax.

The several county tax levies have increased the public school fund in the State \$1,327,163.10. This amount is

based on the assessed value of property shown in the Auditor's Report for the fiscal year 1916-17.

I participated in a number of these campaigns, assisting in mapping out the plan of procedure as well as agitating the question in the county.

(c) The New School Laws.

Following specific instructions from you, I have given a considerable amount of time to acquainting the citizens of the numerous school districts visited with the provisions of the new school laws. Invariably, the explanations have been well received. Now that the new laws are effective and good results are being obtained, I am convinced that the entire system is proving universally popular.

(d) Consolidation of Schools.

Believing additional funds to be necessary before any county is ready to enter upon a program of consolidation on a comprehensive scale, I have used my influence to hold the consolidation movement in check in counties without the three mill school tax, and even in those counties where a careful redistricting of the entire system has not been made.

In quite a number of counties, however, in which the tax has been voted, the movement is well under way. Alabama already has a number of typical consolidated schools. The next twelve months should show rapid progress in the development of the larger type of rural school.

(e) Construction of Rural Schoolhouses.

Realizing that a commodious building, well lighted, comfortably heated, and properly ventilated, is fundamental to school work, and in view of the fact that Alabama's new rural schoolhouse law makes the construction

of such buildings possible, I have devoted much of my time to this important work.

The progress made is indeed gratifying. Official records of the Department show an expenditure of \$216,824.84 in the erection, repair, and equipment of buildings.

When it is taken into consideration that the increased cost of material and labor has made it impossible to complete approved buildings with a maximum of State aid and a local fund of twice that amount, it will be readily seen that the actual amount of local funds expended is considerably above that shown in the records of the Department. A conservative estimate of the cost of State aid building projects entered upon in the rural districts during the year because of this fact may be safely placed at \$250,000.

I am submitting a memorandum of expenditures under various heads. This is given for your information and will show the various types of buildings constructed, with the amount of money expended on the buildings of each type, as well as the general use of funds in repairing and equipping buildings. (These figures are given in the Superintendent's general report under the head "Rural Schoolhouse Law," page 43.)

MONTGOMERY COUNTY SURVEY

Mr. Jas. L. Sibley, Mr. T. W. Smith, the Assistant County Superintendent of Montgomery county, and I made a survey of the county school system of Montgomery county during the month of May. The results of our findings were published in a bulletin for general distribution over the county. This survey was followed by a county local tax campaign, which resulted in a levy of a three-mill tax.

CONCLUSION

The material progress in the State, as shown by the many concrete results mentioned in the above, prompts

me to say that remarkable progress in education has been made in the rural districts of Alabama during the year.

Respectfully submitted,

J. B. HOBODY,

Rural School Agent.

Montgomery, Alabama, September 30, 1917.

Supt. Wm. F. Feagin,

Montgomery, Alabama.

Dear Sir:

I am submitting herewith a brief summary of my work during the school year just closed, together with some statements as to the progress and needs of the work throughout the State.

The opening of the school year found all the educational forces of the State engaged in a vigorous campaign for the adoption of an amendment to the Constitution allowing local taxation for schools. I took part in this campaign and since its adoption I have assisted the local school authorities in a number of counties in conducting campaigns to enable the counties to take advantage of the local tax.

RURAL SCHOOLHOUSES

Under the law the State Superintendent of Education is charged with the duty of furnishing plans for new schoolhouses and passing upon all additions and repairs to old buildings which desire State aid. No special provision was made by the Legislature to furnish the means of doing this, and it has fallen upon Mr. Hobdy and me to supervise this work, both in the preparation of plans and in the inspection of new buildings under construction. The fact that 97 new schools were erected and 159 received State aid for repairs and equipment, the total amount expended under both heads being \$216,-

826.84, shows the need of adequate provision in the office for the preparation of plans and a sufficient field force to supervise the construction of school buildings.

PUBLICATIONS

During the year I compiled a bulletin giving a summary of the work of the Jeanes Industrial Teachers and Homemakers' Clubs, issued by the Department of Education, and worked in collaboration with Mr. Favrot of Baton Rouge, La., Mr. Davis of Richmond, Va., and others, in preparing a Suggested Course of Study for County Training Schools, which was published by the Slater Board.

IMPROVEMENT OF RURAL SCHOOLS

More than eighty per cent of the population of Alabama is rural. Her general welfare, therefore, is dependent upon agriculture, and the farmers of the State, both white and negro, need that training which will result in a general improvement of living conditions and an increased knowledge of the science of farming. The burden of bringing this to pass falls almost entirely upon the rural schools, the vast majority of which today are taught by one teacher. While the consolidation of schools is a movement which will develop rapidly among the white communities of the State, it is impossible from the nature of things to expect that consolidation can take place largely among the negro schools. There is a need in the great majority of rural communities where our colored population reside, for a type of school which will give a knowledge of the elementary branches, assist in removing illiteracy among the young and old, and at the same time give to the children some elementary knowledge of industrial work. It is to the development of this type of school and the supervision of the same that my energies have been largely directed.

SUPERVISION OF SCHOOLS

As an aid to the county superintendents and county boards of education charged with the supervision of all schools in their respective counties, it has been possible to place in twenty-four counties, through assistance from the Jeanes Foundation, twenty-seven supervising industrial teachers, all of whom, with the exception of one man, are women with special training in industrial work. They supervise the elementary industrial training in the rural schools of the county, and assist in the general supervision of the negro schools. The fact that in 1913 there were only twelve of these supervisors employed and that last year the number had increased to twenty-seven shows the success with which these workers are meeting. There is a growing disposition on the part of the counties to bear an increased proportion of the salaries of these workers, who have proved themselves to be of inestimable value to the school officials and people of their respective counties.

HOMEMAKERS' CLUBS

Through assistance from the General Education Board, the work of the Homemakers' Clubs for Negro Girls and their mothers has been carried on in twenty-six counties the past summer with twenty-eight county agents. The conditions arising from the war and the increased demand for food production has shown the necessity of employing a special agent to supervise this work, and during the year her services have been very helpful in bringing about the desired results.

Probably the first patriotic organization in the country looking to an increased food production was perfected in Montgomery during the meeting of the colored teachers' association. As soon as the news that war had been declared and the President's message was received calling

upon everybody to redouble their efforts looking to an increased production of food, the colored teachers and leaders who were then assembled, organized a Producers' League to work among patrons and teachers, and within a few weeks over 14,000 people were enrolled as members of this league.

The movement has been a part of the general one throughout the State carried on through all agencies looking to the conservation of food. In Birmingham, Tuscaloosa, Selma, and Mobile, special agents were employed through the Homemakers' Fund to work in these cities. Through the cooperation of the local authorities in Birmingham and through the State Normal School for Negroes in Montgomery, the teacher of agriculture, Professor Harry Simms, conducted a splendid campaign among the colored people for home gardens.

COMMUNITY FAIRS

As a means of interesting people in improved school conditions and the general development of community life, many fairs have been held throughout the State in both local communities and in the counties. There is a growing disposition on the part of the people in charge of county fairs to give the colored citizens of the county a special department where they can display their agricultural and home products. These are too numerous to mention, but I might especially cite the ones held in Mobile, Dothan, and Evergreen as examples of this sort.

SECURING BETTER TEACHERS

All of the foregoing statements show the need of securing an adequate teaching force which is competent to give the kind of instruction desired. Alabama has three state institutions of secondary grade and a number of other schools under private control which are doing admirable

work in the preparation of teachers for both rural and city negro schools.

During the year I have visited nearly all of the public and private schools referred to, for the purpose of conferring with those in charge of the teacher-training courses relative to the reorganization of their courses of study or the addition of special subjects needed for their professional work. All of these schools, both public and private, have shown a fine disposition to cooperate with the school officials of the State and county by shaping their courses of study to meet the changing conditions.

At Selma University and Stillman Institute I have assisted in the reorganization of their curriculum and in the installation of industrial equipment which will enable them to do more effective work in teacher-training.

The State now employs two colored workers especially charged with conducting institutes for colored teachers. Under the law, attendance is compulsory at these institutes, and a fine spirit has been shown on the part of the teachers in their efforts to better themselves in their work.

The illiteracy work has also been presented to these teachers and they have not only shown a good spirit by doing volunteer work among the adults of their race, but they have also contributed liberally to the State work, and this has enabled the Illiteracy Commission to employ a special colored woman to work among the teachers and members of her race.

SUMMER SCHOOLS

Four summer schools for teachers were held during the past summer, namely, at Tuskegee Institute, the State Normal at Montgomery, the Agricultural and Mechanical College at Huntsville, and Selma University—all of which offered courses for the better preparation of teachers. The attendance of all of the schools was somewhat less

than last year, owing to war conditions, the general movement of negroes to the North, and to the increased opportunities for employment in other lines.

The chief drawback to the securing of competent teachers in colored schools is the inadequate salaries which are now being paid. It is unreasonable to expect teachers to spend a number of years in preparation for their work and afterwards find themselves unable to secure employment for more than four or five months during the year at an annual salary which averages \$151. Increased opportunities for employment in the industrial world have led a number of teachers to leave the teaching profession for other work and there is a danger that this shortage will increase.

COUNTY TRAINING SCHOOLS

A great deal of my time during the year has been spent in the development of vocational schools of agriculture for negroes in a number of counties. These schools have been assisted by the Slater Fund in the payment of teachers' salaries and by the General Education Board in securing industrial equipment. We have, at present, seven schools located as a rule in rural communities upon a school site consisting of from five to ten acres of land, where the teachers conduct a small demonstration plot, carry on industrial work with their pupils, and do extension work among the old and young of the community. At present these schools are located in the counties of Baldwin, Mobile, Pickens, Lowndes, Coosa, Russell, and Conecuh. Besides meeting the demands for vocational education for rural life, it is hoped that in time they may serve as a source of supply for rural teachers in their respective counties. As a rule, teachers' institutes, community fairs, and farmers' conferences, have been conducted at each of these schools, where both white and

colored persons have spoken on topics pertinent to the day.

BETTER SCHOOL BUILDINGS

During the year the negroes have shown a good spirit in the building of better schoolhouses. This movement has been assisted largely by the Extension Department of Tuskegee Institute, which administers the Rosenwald Fund. A report from this institution shows that during the year just closed, forty-one rural negro schools were enabled to qualify for State aid, as follows:

Amount contributed by local negroes.....	\$17,020
Amount contributed by local white people.....	2,480
Amount contributed by Rosenwald Fund.....	13,850
Amount contributed by State.....	12,476
<hr/>	
Total.....	\$45,826

This does not include all the work done for school improvement, as a number have made improvements without securing either Rosenwald or State aid.

CONFERENCES

During the year I have attended a number of conferences looking to the improvement of the teaching force in the State. Through assistance from the General Education Board, a group of teachers from the County Training Schools was brought together in the fall at Tuskegee Institute and in the summer at Hampton Institute, where they took courses to fit them for more effective teaching in their respective schools. I also held a conference of the Jeanes teachers at the meeting of the State Teachers' Association and conducted another with teachers in private and denominational schools relative to courses of study offered for the professional training of teachers.

Numerous other conferences have been held with local school officials throughout the State relative to the needs and improvement of the work in their respective counties.

REPORT ON NEGRO EDUCATION

The most noteworthy event in the field of negro education during the year has been a report by the United States Bureau of Education embracing a study of negro schools of the South made under the direction of Dr. Thomas Jesse Jones, specialist in the education of racial groups. It consists of two volumes, well illustrated with charts and views, a number of which are pictures from Alabama, and gives a very comprehensive view of negro education in the South. Some seventy-eight pages are given over to an intimate discussion of the private and public school facilities for negroes in Alabama, and the two volumes are worthy of reading by all interested in the problem which confronts us, and especially to public school officials charged under the law with the conduct of the negro schools of the State.

Respectfully submitted,

JAS. L. SIBLEY,

Rural School Agent.

URBAN SCHOOLS

The comparison of school facilities in the towns and in the open country is noticeably prejudicial to the latter. This difference has resulted from the levy of a general property tax in municipalities and in the use of all or a portion of it for the schools. Better school buildings, longer school terms, better salaries and a higher grade of teachers have characterized the town schools. The word "urban," as used in this report, applies to the forty-three incorporated towns of Alabama having two thousand or

more inhabitants. This classification is less by five hundred than the Government limitation, namely twenty-five hundred and more, but it is in keeping with Section 1052 of the Code of Alabama, 1907.

The enrollment of white children during the year was 46,861 for elementary grades; 7,977 for high school grades, the total being 54,838. The average attendance was 34,835 and 6,533 in elementary and high school grades respectively, the total being 41,368. Reduced to percentages, the attendance based upon enrollment was 74% for elementary grades and 82% for high school grades.

The above figures are relatively higher than for rural schools but this is due to a number of causes, including accessibility, character of buildings and equipment and a better teaching force—the latter in all probability being the most potent factor.

One teacher out of every three in town schools holds a life certificate, one out of every three holds a first grade certificate, one out of every four holds a second grade certificate, while only one out of twenty-seven holds a third grade certificate. In rural districts, one teacher out of every ten holds a life certificate, one out of five a first grade certificate, three out of seven a second grade certificate, and two out of seven a third grade certificate.

This disparity is no cause for surprise, however, when we note that the average salary for male teachers in urban districts is approximately four times as great as for rural districts, while the average annual salary of female teachers is twice as great in town as in the country. The effect of these conditions is not surprising. Better teachers are leaving the country for the towns and cities where better salaries for longer terms in more suitable buildings and with helpful supervision are to be found, to say nothing of the more desirable living conditions and other conveniences which are usually to be had.

It is seen, therefore, that the country will continue to suffer until more funds are provided so that country teachers may be paid proportionately as well as urban teachers. That is the explanation of our new plan of local taxation which will not allow the city to fortify itself with a local city tax until it has made its contribution to the schools of the entire county. If after benefiting from the State and county fund the rural district will levy its own local tax, the proceeds will then be such as to make it possible for the country child to receive, while living under the parental roof, an education adapted to the needs of the country boy or girl.

DISTRICT AGRICULTURAL SCHOOLS

Alabama has nine agricultural schools which, at the time of their creation, were located in the various congressional districts of the State. Since the State was re-districted in 1915, it happens that one district, namely the seventh, has two agricultural schools within its limits, while two districts, namely, the sixth and ninth, have no agricultural school. Inasmuch, however, as the geographical location of the schools was not changed by the simple act of redistricting the State, there seems to be no good reason why any change should be made in the distribution of such schools, assuming that they were wisely located when created.

Each agricultural school receives for its maintenance an annual appropriation of \$4,500,—one sixth of which must be used by each school in the specific work of agriculture. In addition to the State appropriation, the schools also derive some revenue from matriculation and incidental fees. The agricultural schools are governed by sections 59-60 of the Code of 1907, as amended April 22, 1911, and also by rules and regulations made by the Executive Committee, consisting of the Governor, Superin-

tendent of Education and Commissioner of Agriculture. Each school is governed by a board of control, composed of the executive committee named above, and two local members appointed by the Governor and residing in the congressional district in which the school is located.

The enrollment of the agricultural schools for the year 1915-16 was 1,427. Of this number 1,157 were in the agricultural school proper and 270 were in the seventh grade. The number of graduates totaled 171. For the year 1916-17, the enrollment was 1,605. Of this number 1,202 were in the agricultural school proper and 403 in the seventh grade, the number of graduates totaling 151. It is to be regretted that the enrollment in the seventh grade showed a decidedly substantial increase over that in the agricultural school years.

The agricultural schools each receive a fifty per cent larger appropriation than the county high schools, and should, of course, do a correspondingly broader work. It is hoped that, under the stimulus of present-day need and opportunity, they will specialize more in agriculture than they have yet done. It may be that the Smith-Hughes Act will open up a channel that will enable them to so enlarge their work as to increase their hold upon public favor. It is hardly too much to say that at present they are somewhat on trial. If they can do a work that will make itself felt throughout the entire district each is supposed to serve, their position is secure. If some of them continue to receive only the patronage of the counties in which they happen to be situated, then they will have to undergo a struggle for existence.

COUNTY HIGH SCHOOLS

There are fifty-seven county high schools in Alabama, governed by rules and regulations made pursuant to law by the State High School Commission, which is composed

of the Governor, Auditor and State Superintendent of Education. The minimum requirement of a county wishing to establish a school has been five acres of land and a building of not less than \$10,000 in value. Ten counties have, as yet, failed to secure county high schools.

The annual appropriation from the State for the maintenance of a county high school is \$3,000. With this sum and such appropriations as they may secure from other sources, three or more teachers must be employed and they must be graduates of institutions of higher learning. In many counties, four or more teachers are employed, due to the liberality of county boards of education or commissioners' courts. The county high school is an integral part of the State public school system, and county boards have a legal right to appropriate public funds for their support.

The enrollment in these schools during the session of 1916-17 was 6,485, as compared with 6,112 for the preceding year. Of the 6,485 enrolled, 5,910 were in the high school proper and 575 in the seventh grade. The enrollment by counties in high school grades varied from 45 in Lowndes to 206 in Cullman. The number of graduates for the year totaled 636. There are one or two noteworthy things about these figures: First, the number of pupils in high school grades exceeds by more than 400 the corresponding numbers for the preceding year. While in the number of seventh grade pupils, there is a decrease of more than ten per cent.

The High School Commission permits the county high school to maintain a seventh grade where local conditions seem to demand it, and where the funds are provided independently of the high school treasury. There seems to be a gradual elimination of the seventh grade from the county high school, and it is possible that the time is not far distant when these schools will be relieved of the care of elementary pupils. It is worthy of mention that the

number of pupils who come from a distance of three or more miles constitute about forty-five per cent of the total number enrolled and the percentage is steadily growing. The total value of buildings and equipment is in round numbers one million dollars, while the annual budget amounts to a quarter of a million dollars.

It will be readily seen that in order to guarantee that the county high schools shall do their best work, they need to be supervised and standardized. This is necessary not only to guarantee a proper interpretation and adaptation of the course of study, but, at the same time, to keep them within the particular sphere of work for which they were created. There are still a number of these schools which place numbers above admission qualifications and admit pupils who should be retained in the elementary grades. So long as the high schools continue such a practice just so long will some teachers of elementary grades continue to send poorly prepared pupils to the high school. With the elementary schools faithfully completing their own field of work, the high schools limiting themselves definitely to theirs, and the colleges holding rigidly to theirs, we can have a satisfactory system, and, in no other way can we have it. This failure to define its sphere, and adhere absolutely to it, accounts for the fact that the rather low standard of the county high school curriculum seems to be a necessity at this time.

Now that the right of local taxation is being embraced by so many counties, it is believed that our county high schools can no longer afford to hesitate to get into their proper field and do strictly secondary work. In the effort to promote the work of the State secondary schools, the High School Commission, in July, 1916, employed Mr. Roy Dimmitt, a graduate of the University of Missouri, and for some time principal of the Ensley High School, Birmingham, as State Inspector of Secondary Schools. The report of the work accomplished under his direction dur-

ing the year has already appeared in a special report issued by this Department as Bulletin No. 58. An examination of that report shows that many schools are not measuring up to the standard that has been set for them and emphasizes the need of expert supervision.

The supreme duty of the county high school is to become a rural high school in fact, and yet there are those in official positions, perhaps, who do not quite appreciate the courses of study offered because they are hedged about by their traditional notions of the disciplinary value of education and the still more compelling influence of college entrance requirements. There are still many among us who cannot understand why the boy who comes from the farm and ought to go back there is asked to study animal husbandry and related sciences instead of Latin. The present courses do not banish Latin for those who must have it for admission into the professions, but courses in agriculture, domestic science, economics, hygiene and sanitation have been arranged for the large number of country boys and girls who live in rural communities, and in order to do their work successfully need practical instruction.

The Legislature of Alabama has never made any direct appropriation for the supervision of secondary schools but through the courtesy of the University of Alabama and the Alabama Polytechnic Institute, two inspectors of schools have worked partly under the direction of the State Department of Education. The Department wishes to acknowledge the obligation it owes and to express its appreciation of the work done by Mr. J. S. Thomas of the University and by Mr. W. C. Blasingame of the Alabama Polytechnic Institute, both of whom have been faithful and efficient.

It is hoped that the large sum of money invested in our county high schools and expended annually will cause the Legislature, at an early date, to see the wisdom of provid-

ing for direct supervision from the State Department of Education, thereby making it possible to better coordinate and unify the work, and, at the same time, guarantee that the schools shall measure up to the obligation they owe the State for their existence and support. The irregularities reported in the various counties officially inspected during the year now closing abundantly justify the Legislature in making specific provision for the salary and expenses of a State inspector of secondary schools.

NORMAL SCHOOLS

The State maintains six normal schools for the training of white teachers, four ranking as Class "A" are located at Florence, Jacksonville, Livingston and Troy, while the remaining two ranking as Class "B" are located at Daphne and Moundville. Each Class "A" school receives an annual appropriation of \$20,000, and each Class "B" school receives an annual appropriation of \$5,000. The function of these schools as defined by the Normal School Board is the preparation and training of teachers for elementary, rural and small town schools to the end that the teachers sent out by them may be thoroughly prepared both in practice and theory, not only to teach but to take the lead in community organization and development. This new ideal is gradually being worked out and there seems to be no doubt that with the slender appropriations the schools now receive they cannot render a better service than to limit themselves to the specific task set out above.

In making effective such a program, there was, of course, a necessary falling off in the number of pupils in attendance and there was the attendant danger that the schools would suffer somewhat in the estimation of the public because of the reduced patronage. Such a feeling, however, is destined to be short-lived and, in fact, has

possibly already disappeared. This is largely due to the improved quality of work that is done, to the increased demand for teachers, and to the legislation authorizing the State Board of Examiners to grant certificates to those completing the course of the Class "A" schools. Along with this specialization in teacher-training, the Normal School Board subdivided the State into districts and defined the territory in which each of the Class "A" schools was to do active work. This has eliminated any undesirable species of rivalry among the several schools and has tended to favor the building up of a spirit of cooperation that will prove invaluable. Inasmuch as the normal schools are now giving their undivided efforts to the training of teachers, it is to be expected that county boards of education will give proper recognition in the way of salary and preferment to those who have done professional work. This is the one sure way of emphasizing its value. This means that the present plan so commonly found of grading teachers simply on the basis of the certificate held, must give place to a more intelligent and discriminating one where professional training and experience shall both receive suitable consideration.

In addition to the academic and professional subjects found in the normal school the following phases of work are being stressed:

1. Observation and practice teaching.
2. Home economics.
3. Agriculture.
4. School extension.

There were enrolled in the normal schools last year 1,435, and in the model schools 716, a grand total of 2,151, as compared with 2,173 for the preceding year. The number of graduates in the normal schools totaled 226—males 61, females 165, a total of 56 more than for the preceding year. In the work of instruction 84 teachers were employed, 36 of whom were men and 48 were women.

Expenditures from all sources for the year aggregated \$195,881,—\$100,000 in excess of the amount derived from the annual State appropriation. The property investment in buildings and sites represents an outlay of \$581,000, while there is equipment valued at \$71,975 and libraries valued at \$19,795. The problems of readjustment have been difficult for the normal schools to overcome inasmuch as their patronage has been grooved and they do not have, judged by the appropriations to institutions of like grade in other states, the funds that are needed. It is to be hoped that the work they are performing for the elementary schools of the State will win for them legislative support.

In addition to the schools for whites, the State maintains one normal school for negroes, located at Montgomery, and makes an annual appropriation to two technical schools offering normal training,—one at Tuskegee and the other at Normal. In the work of instruction in these institutions, 244 teachers were employed and \$388,162 were expended for maintenance and support. The student body totaled 2,258, and in the model school 636, making a total of 2,894. The number of graduates was 235, and 150 of this number have taken special training for the work of teaching.

The property holdings of these institutions are as follows:

Buildings and sites.....	\$1,476,196
Equipment	269,181
Libraries	18,264

These figures appear relatively high but this is accounted for by the facts in the case of Tuskegee Institute, which has invested in buildings and holdings \$1,242,896, and in equipment \$235,681. Of the \$388,162 expended for maintenance and support, \$334,024 was confined to Tuskegee.

These institutions are making possible better training for the more enterprising and progressive teachers of the race.

SCHOOL IMPROVEMENT

The first public step looking toward the organization of a State School Improvement Association was taken at a meeting of the Federation of Women's Clubs December, 1904. At a State meeting, Mrs. Erwin Craighead of Mobile introduced a resolution which was enthusiastically adopted creating a committee on school improvement associations. This action evidently grew out of certain investigations made by the Alabama Educational Committee under the direction of the State Department of Education, and with the cooperation of the committee of the Alabama Federation of Women's Clubs. These investigations showed that school conditions were far from satisfactory and that organized effort on the part of the women was desirable. Under the leadership of the Federation Committee, the sentiment grew rapidly and in 1907 a total of 159 associations in various sections of the State were maintaining active organizations.

At a conference held in December, 1907, a State association was formed with Mrs. J. D. Matlock, of Birmingham, chairman of the Federation Committee referred to above, as president. Four years later, the special committee of the Alabama Federation of Women's Clubs was discontinued on the recommendation of the chairman, Mrs. E. D. Thames, of Greenville, who reported that the spirit of school improvement had touched every county in the State and that further promotion and development should be left to the Alabama School Improvement Association.

The State organization accepts the responsibility for outlining practical methods and lines of work for the State and in which county and local organizations are

supposed to federate. The county organization undertakes to sponsor in the county the creation of a sentiment among patrons and friends for better school facilities and for such lines of improvement as the patrons and public should be willing to provide. This same work, in a more limited way, is undertaken by each local association within the county.

The school needs a vital hold upon the sympathy of the community in order to do its work effectively. This agency more than any other has it within its power to stimulate mutual regard and friendship between the school and the community. Its platform is liberal enough to unite the many socializing forces operative in the State and its plan of organization including State, county and local associations both district and city, is comprehensive enough to make it possible for the individuals who are interested in the work and desire to help, to find the opportunity right at hand. No other agency is so well adapted to enthrone the school in the hearts of the people.

Inasmuch as the School Improvement Association is a voluntary agency, it is impossible to secure statistics that represent the work accomplished in dollars and cents—to say nothing of those more subtle values which do not admit of tabulation. For the year now closing the sum of \$83,291 was reported as raised and expended upon the schools by school improvement associations—70% in rural districts and 30% in urban districts. For the negroes, the sum of \$4,126 was reported. In addition to the general work which the associations have done should be mentioned the school library movement, illiteracy work, local taxation propaganda, school sanitation, better buildings and equipment and a number of other kindred activities which have felt the helpful touch of School Improvement forces.

There are still evidences that the school improvement work is being hampered by placing teachers in the posi-

tion of presidents. Teachers are to be commended for their willingness to undertake the work when a public-spirited woman in the community cannot be induced to serve. As a rule, however, the work will be less academic and the interest of the community much more substantially elicited if the position of leadership is given to those outside the teaching profession.

The annual meeting of the State Association was held in the Senate Chamber of the State Capitol, on Friday and Saturday, December 29 and 30, 1916, where the following program was carried out:

**PROGRAM OF THE ALABAMA SCHOOL IMPROVEMENT
ASSOCIATION**

Friday, 1:00 P. M.

Meeting Called to Order by the President.

1:05 p. m. Welcome Address.—Mrs. Chas. Henderson.

1:30 p. m. Response.—Mrs. J. H. Cranford.

2:50 p. m. Annual Address.—Mrs. R. L. Faucett, President.

3:30 p. m. Reports of county by roll call.

4:30 p. m. Adjourn.

Friday, 7:30 P. M.

7:30 p. m. Address by Prof. W. K. Tate, of George Peabody College for Teachers.

Saturday, 9:00 A. M.

9:00 a. m. Function and Responsibilities of School Improvement Work.—Mrs. Z. V. Judd.

9:25 a. m. How School Improvement May Help in Library and Reading Circle Work.—Miss Jennie Burkes.

9:45 a. m. Value of Cooperation Between School Improvement Work and Other Agencies.—Mrs. Lida Jones.

10:05 a. m. How the Federation of Women's Clubs may Cooperate with School Improvement Work—Mrs. J. F. Hooper.

10:35 a. m. Round Table led by Mrs. R. L. Faucett. Discussions by Miss Lula Bradford and Miss Clara Pitts.

11:35 a. m. Election of Officers.

12:00. Adjourn.

At the close of the meeting, Mrs. R. L. Faucett, who by constitutional limitations could not serve longer as president, was tendered an unanimous vote of thanks for her intelligent, faithful and efficient service as president. As successor to Mrs. Faucett, Mrs. Zebulon V. Judd, of Auburn, was unanimously elected, with Mrs. J. H. Cranford, of Jasper, as vice-president and Miss Jennie Burkes, of Montgomery, as secretary. The thanks of the Department is hereby tendered the officers of the State Association, the several county presidents, the presidents of the local associations and public-spirited men and women in every nook and corner of the State who have made possible better school conditions and better school sentiment.

ALABAMA EDUCATIONAL ASSOCIATION

The educational temper and program of the State is more largely to be inferred from the activities of the Alabama Educational Association than from those of any other organization. In fact, it does much to mould and fashion the ideals and sentiment of the entire teaching profession. It enrolls every year some 2,000 teachers, builds up a craft spirit and determines the ideals for which the craft are to work and gives the proper instruction. The association is piloted by an executive committee which arranges for the annual meeting and outlines definitely the policy for each year. Quite naturally the program for the 1916 meeting centered about the proper utilization of the machinery given us by the Legislature

of 1915, including local taxation, the consolidation of schools and transportation of pupils at public expense, improved professional training of teachers, school sanitation and related subjects. The parent association gives its approval to several departments, namely, county superintendents, city superintendents, manual and industrial arts, rural schools, kindergarten and primary grades, and music. A number of independent organizations likewise take advantage of the large group of teachers and hold their sessions at stated times. Among them are the following: Association of Alabama High Schools, Association of Alabama History Teachers, Alabama Association of Teachers of English, and the Association for High Schools, Normal Schools and Colleges.

It is the custom of the Association to meet in one of the large centers of the State. In fact, it is rather generally conceded that Birmingham, Mobile, and Montgomery are the only cities which have adequate hotel facilities for a meeting of such proportions. The 1916-17 session met in Montgomery and it is customary to rotate from year to year. It is not possible to estimate the value of the Alabama Educational Association either as to its powerful influence in directing public opinion or in its influence in creating a professional attitude on the part of the teachers. Some conception of its work in the above and other lines may be had by reference to the proceedings and the quarterly publication issued by its secretary, Mr. J. Alex Moore, Jasper, Alabama.

ILLITERACY

During the years 1915 and 1916 the work of the Alabama Illiteracy Commission was general rather than concentrated. Efforts were put forth to enlist the interest of all civic and religious organizations, as well as that of every individual throughout the State, in this great educational conception.

At the annual meeting of the State Commission held in Birmingham, February 14, 1917, it was decided that intensive work should be done in a limited number of counties during the summer and that the efforts of the field agent should, to a great extent, be concentrated within this territory. The counties agreed upon were Escambia, Coffee, Dale, and St. Clair. These were selected on account of the interest that had been previously manifested in the work and the local cooperation that was assured.

The summer campaign in each of the above named counties was placed largely in the hands of a local representative. The organization for work consisted in calling conferences of school officials and trustees for the purpose of formulating definite plans, holding inspirational meetings in as many districts as possible, at which time the story of the work was told and volunteer teachers secured.

The wisdom of the plan of intensive work in a few counties was realized early in the spring when the war situation became so serious and the minds and hearts of the older people were so filled with other things. However in spite of the many obstacles that had to be overcome, substantial, satisfactory work was done, and the results prove the undertaking was in every way worthwhile.

Statistical information as to what was accomplished may be found in the Annual Report issued by the Illiteracy Commission.

UNIVERSITY, AUBURN AND MONTEVALLO

The reports of the presidents of the University, Polytechnic Institute and the Girls' Technical Institute are incorporated in full in this bulletin, and additional information may be had upon personal request. There have

been substantial increases in enrollment, in attendance and in the number of graduates. These institutions of higher learning compare favorably with state supported schools throughout the country, but they are hampered by the lack of adequate funds with which to provide suitable facilities and sufficient teaching force. It has been the policy of the State Department to insist that these institutions withhold requests for legislative appropriation until the elementary schools could be financed in a reasonably satisfactory manner.

Since the counties now have the right of local taxation, and such counties as care to take advantage of the same enjoy the privilege of district taxation, there seems to be no good reason why these institutions should not now receive such consideration as they deserve at the hands of our legislators.

SPECIAL SCHOOLS

In order to perform its duty to all the people, it is necessary for a state to maintain a number of institutions for special classes, such, for example, as the School for the Deaf and Blind at Talladega, the Alabama Boys' Industrial School, at East Lake; the Mercy Home and Industrial School, at Birmingham, the Alabama Reform School for Juvenile Negro Law Breakers at Mt. Meigs, and a few others which are reported in this bulletin. All of these institutions seem to have enjoyed a good year under satisfactory management. It is gratifying to know that those who attended such schools are not only prepared for gainful employment but are likewise trained to make good citizens and to live useful and happy lives.

COUNTY SUPERVISION

The new law reorganizing the county school system, placing it in the hands of a county board of educa-

tion elected by the voters of the county with power to name the superintendent and otherwise control the schools, is having a most beneficial effect upon the school administration and supervision. Under the present conditions, no superintendent has any legal right to engage in any other form of remunerative work. In fact, must, if he does his duty, give his entire time to the supervision of the schools. It is noticeable too that county boards of education are making it possible for county superintendents to do their full duty by providing the necessary assistants and by the provision of modern office equipment and better still by giving that moral support which makes it possible for the qualified superintendent to direct the schools in a professional way.

During the year now closing 5,822 visits were made to white schools and 1,794 to schools for negroes. These figures are somewhat lower than would be expected but are to be explained by the strenuous campaign for the adoption of the educational amendment which necessitated the superintendents devoting a considerable amount of time to extra school duties.

The uncertainty of retention in office and a lack of accountability to any particular governing body has doubtless contributed largely to make some superintendents negligent in the past. Barely a dozen superintendents are in office today who were serving in that capacity ten years ago and now that county boards of education are demanding that the work of supervision be done in a first-class fashion, it is apparent that the teaching in the rural schools will become of a much more substantial and higher order than heretofore.

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE

Our public school system is supplemented by a large number of private and denominational schools which

have a rightful place in our educational scheme because of the varying capacities of pupils and the differences in ideals about the character and purpose of the training offered. A survey of the reports of these institutions as contained herein shows a healthy increase in patronage and in the expanding provisions for maintenance and support, all of which guarantee a character of work that will prove acceptable to those who patronize them.

The Department of Education is deeply interested in the success of every educational agency in the State including private and denominational schools. This attitude has been exhibited in the interpretation of the law authorizing the certification of teachers without examination, since provision has been made for the recognition of their graduates on a parity with those of our State institution of higher learning. Likewise in the extension of teachers' certificates, in exemption from institute attendance and in the demands of the compulsory attendance statute friendly consideration is given.

This Department recognizes the help that it receives from this voluntary source both in the provision of school facilities and in the promotion of educational propaganda and hereby extends its congratulations and good wishes to those who direct the work in private and denominational schools.

There were enrolled in these schools 9,126 pupils during the year—this number being almost precisely the same as for the preceding year. The distribution was as follows:

	Boys.	Girls.	Total.
In elementary grades.....	2,453	2,718	5,171
In secondary grades.....	1,432	1,220	2,652
In college grades.....	632	671	1,303
	—	—	—
Total.....	4,517	4,609	9,126

Of the pupils enrolled about one-third or 2,942 were boarding pupils and approximately two-thirds or 6,184 were day pupils. The faculties of the institutions in which the above pupils were enrolled consisted of 508 instructors,—188 men and 320 women. The schools were housed in buildings which, with their sites, represented a combined value of \$3,099,900 and the equipment represented an outlay of \$189,042. The annual budget of receipts and expenditures for the year reached a total of \$685,236 as follows:

Endowment	\$ 24,469
Benefactions	89,518
Tuition and fees.....	458,574
Other sources	112,675
<hr/>	
Total.....	\$685,236

This amount represents an increase of more than \$50,000 over the corresponding figures for the preceding year. This is to be accounted for by the expanding conception of education which is absolutely necessary to enable institutions under private control to keep pace with the progress made in the field of public education. This is to be said to the credit of the schools and is further evidenced by the patriotic way in which they have aided in the general program of education for the year. It is hoped that they may continue to experience that measure of success and growth which they richly deserve.

PRIVATE AND DENOMINATIONAL SCHOOLS—NEGRO

The enrollment in these schools showed an increase of 25% over the corresponding figures for the preceding year—that is, from 9,223 to 11,528 pupils. This is due, however, to an increase in the number of schools reporting. The manner of their distribution was as follows:

	Boys.	Girls.	Total.
In elementary grades.....	4,011	5,689	9,700
In secondary grades.....	689	1,031	1,720
In college grades.....	72	36	108
	<hr/>	<hr/>	<hr/>
Total.....	4,772	6,756	11,528

Of the pupils enrolled, 1,755, approximately one-sixth, were boarding pupils and 9,773 were day pupils. In the work of instruction 411 teachers were employed—118 men and 293 women. These pupils were housed in buildings which with their sites represented expenditures of \$1,198,132, while the equipment represented an outlay of \$167,837, and in addition libraries containing 39,482 volumes valued at \$29,500. The incomes of the schools for the year were as follows:

Endowment	\$ 22,538
Benefactions	189,883
Tuition and fees.....	49,699
Other sources	106,298
	<hr/>
Total.....	\$368,418

The increase in funds for these schools exceeded \$100,000 which is doubtless due to an increase in the number of schools reporting as well as to the liberality of those who are contributing to their support. As in the case of the whites, the private institutions are rendering the State a distinct service and the attitude of those who are directing their policies is such as to merit the continued good will of all friends of better schools.

PUBLICATIONS OF THE DEPARTMENT FOR 1916-17

Below will be found a list of the various leaflets and bulletins prepared and distributed during the year. Not all of them were paid for from the public treasury, but

they are reprinted in order that a record of them may be preserved:

	Bulletin No.
First Report Alabama Illiteracy Commission.	
Annual Report 1916.	
Consolidation of Schools and Transportation of Pupils	56
Compulsory School Attendance.....	57
Report of State Inspector of Secondary Schools, 1916-17	58
Clean-Up and School Improvement Day (Third Edition)	45
Health Day (Third Edition).....	49
Better Farming Day (Third Edition).....	50
Good Roads and Arbor Day (Third Edition).....	47
Alabama Teachers' and Young People's Reading Circle and Alabama Library List.	
Education Directory 1916-17.	
Information for Applicants and Important Announcements of Examination (Revised).....	40
Rules and Regulations Governing the Examination and Certification of Teachers (Revised).....	32

FINALLY

The time is now come when I am to sever my connection with the State Department of Education—a connection that has extended over a period of sixteen years in the State House, during which time I have formed many warm attachments which make it an exceedingly difficult task to get my consent to resign the high office with which the people of Alabama have so signally honored me. Setting aside sentiment, however, and since by force of constitutional fiat I must soon surrender my commission as State Superintendent of Education, it occurs to me that it is within the bounds of propriety for me to

withdraw a little ahead of the time fixed by the statute, and to make the submission of this, my report for the year now ended, my last official act.

Before affixing my signature, however, I wish to express to you, Governor Henderson, my deep and genuine appreciation for the splendid confidence and consideration you have shown me under every condition that has arisen, for your friendly counsel and for your unselfish and patriotic interest in public education. I must also acknowledge my indebtedness to scores of men and women in every locality of the State and in every walk of life for unfailing sympathy and support unstintedly given. Much has been accomplished through concerted and continuous effort that opens up wide doors of opportunity and presages the complete transformation of our present meager school facilities into such as shall be worthy of America and democracy.

The adoption of the county unit of school administration and of taxation are perhaps the two most conspicuous steps our educational forces have ever taken, and I feel a pardonable pride that they were enacted during my administration. It occurs to me under the new conditions that the county superintendency offers without any exception the very finest possible field of school service. So sincere is my belief and so great my faith in the new outlook that I am persuaded it will be possible for me to render the greatest public service of my life and one becoming the ambition of any man if I can work out, under the new order of things, right here in our Capitol county a school system that will function adequately and efficiently in this great day of dramatic and colossal world movements. That is the dream that allures me and the one to which I am now about to devote what I hope will prove the best and most useful years of my life.

In bidding farewell to the work that I love so well, I am consoled by the remembrance that I have always been

actuated in my official conduct by a profound sense of duty and integrity of purpose. I have made mistakes, no doubt, and have been misunderstood at times but I have never swerved from the path of duty as I see it. In the more limited and intensive field which I am to assume, I shall always be ready, when any assistance I can render is desired, to consecrate my every available unit of energy for the good of public education in this, my native State.

Our schools will, of necessity, pass through a storm and stress period which is already beginning, due to the active participation of our Government in a righteous world war, but I have no doubt that when liberty shall have been achieved and the world shall have been made safe for democracy, the public school will be enthroned in the hearts of the people as the one institution that is to keep democracy safe for the world. In order that this may be so, we shall need to keep our school machinery a little ahead of the progress and development which is growing apace in the business marts and on the battle grounds of the world.

For all that has been achieved and all that is to be hoped for, let us render our supreme gratitude and thanksgiving to Almighty God, who is the Author and Defender of Liberty and Brotherhood.

STATE DEPARTMENT OF EDUCATION

ADMINISTRATION

Wm. F. Feagin.....Superintendent of Education
 Jas. N. Gunnels.....Chief Clerk
 T. L. Head—Harris Moriarty.....Bookkeepers
 Emma Cragin—Mrs. Elizabeth H. Crawford.....Stenographers

SUPERVISION

J. B. Hobdy—J. L. Sibley.....Rural School Agents
 Sadie Alexander.....Stenographer
 Roy Dimmitt—J. S. Thomas—W. C. Blasingame.....
High School Inspectors

CERTIFICATION OF TEACHERS

Wm. F. Feagin.....President, Board of Examiners
 M. E. Head.....Secretary, Board of Examiners
 Kate McLemore.....Member Board of Examiners
 Mamie Offutt.....Stenographer

ALABAMA TEACHERS' AND YOUNG PEOPLE'S READING CIRCLE

Jennie Burkes, Montgomery.....Secretary

TEACHER-TRAINING

Spright Dowell.....Director of Institutes
 R. E. Ledbetter—Lula Bradford—Clara Pitts.....
Conductors of Institutes for White Teachers
 G. W. Trenholm—Edith Garrott.....
Conductors of Institutes for Colored Teachers

COUNTY HIGH SCHOOL COMMISSION

Governor Chas. Henderson.....Chairman
 Superintendent Wm. F. Feagin.....Secretary
 State Auditor M. C. Allgood.

ALABAMA ILLITERACY COMMISSION

Wm. D. Jelks, Birmingham.....President
 Wm. F. Feagin, Montgomery.....Secretary-Treasurer
 J. B. Ellis.....Selma
 Mrs. J. H. McCoy.....Birmingham
 Mrs. W. K. Linscott.....Mobile
 Esther R. Foster, Montgomery.....Field Agent

ALABAMA EDUCATIONAL ASSOCIATION

J. J. Doster, University.....President
 Chas. A. Brown, Birmingham.....Chairman, Executive Committee
 J. Alex Moore, Jasper.....Secretary

ALABAMA SCHOOL IMPROVEMENT ASSOCIATION

Mrs. R. L. Faucett, Prattville.....President
 Jennie Burkes, Montgomery.....Secretary

STATE INSTITUTIONS

University of Alabama, Tuscaloosa.....Geo. H. Denny, President
 Alabama Polytechnic Institute, Auburn.....C. C. Thach, President
 Alabama Girls Technical Institute, Montevallo.....

.....Thos. W. Palmer, President
 Institute for Deaf, Dumb, and Blind, Talladega.....

.....F. H. Manning, Superintendent

State Normal, Florence.....H. J. Willingham, President

State Normal, Florence.....Turner Rice, Treasurer

State Normal, Jacksonville.....C. W. Dauge, President

State Normal, Jacksonville.....H. H. Montgomery, Treasurer

State Normal, Livingston.....G. W. Brock, President

State Normal, Livingston.....W. S. Nichols, Treasurer

State Normal, Troy.....E. M. Shackelford, President

State Normal, Troy.....Key Murphree, Treasurer

State Normal, Daphne.....H. H. Holmes, President

State Normal, Daphne.....W. D. Stapleton, Treasurer

State Normal, Moundville.....Raleigh W. Greene, President

State Normal, Moundville.....R. L. Griffin, Treasurer

State Normal, Montgomery (for negroes).....J. W. Beverly, President

State Normal, Montgomery (for negroes).....J. Kirk Jackson, Treas.

State Normal, Normal (for negroes).....Walter Buchanan, President

State Normal, Normal (for negroes).....David A. Grayson, Treasurer

State Normal, Tuskegee (for negroes).....Robert R. Moton, President

State Normal, Tuskegee (for negroes).....W. W. Campbell, Treasurer

DISTRICT AGRICULTURAL SCHOOLS

EXECUTIVE COMMITTEE

Governor Charles Henderson, Chairman.
Superintendent Wm. F. Feagin.
Commissioner Jas. A. Wade.
Spright Dowell, Secretary-Treasurer.

First District—Jackson.....J. J. Moore, President
Second District—Evergreen.....W. C. Wilburn, President
Third District—Abbeville.....R. O. Dykes, President
Fourth District—Sylacauga.....G. H. Thigpen, President
Fifth District—Wetumpka.....C. V. Thompson, President
Sixth District—Hamilton.....H. O. Sargent, President
Seventh District—Albertville.....S. L. Gipson, President
Eighth District—Athens.....J. M. Atkinson, President
Ninth District—Blountsville.....J. R. Kimbrough, President
Northeast Alabama Agricultural and Industrial Institute—Lineville
.....C. G. Sharp, Superintendent

COUNTY SUPERINTENDENTS

FOR TERM BEGINNING OCTOBER 1, 1913, AND ENDING OCTOBER 1, 1917

COUNTY.	SUPERINTENDENT.	POST OFFICE.	EX. OFFICE.
Autauga	L. E. Byrum.....	Jones	Jones.
Baldwin	J. S. Lambert.....	Bay Minette	Bay Minette.
Barbour	J. T. Searcy.....	Clayton	Clayton.
Bibb	A. W. Hayes.....	Centerville	Centerville.
Blount	John Weston	Village Spgs, R.2	Oneonta.
Bullock	George R. Hall	James	Midway.
Butler	C. H. Lewis	Greenville	Greenville.
Calhoun	H. T. Persons.....	Anniston	Anniston.
Chambers	G. M. Barnett.....	LaFayette	LaFayette.
Cherokee	John H. Blair.....	Center	Leesburg:
Chilton	W. T. Bean.....	Clanton	Clanton.
Choctaw	W. J. Dansby.....	Butler	West Butler.
Clarke	J. F. Gillis.....	Grove Hill	Whatley.
Clay	W. T. Harwell	Ashland	Ashland.
Cleburne	G. B. Boman.....	Heflin	Heflin.
Coffee	C. H. Byrd	Enterprise	Enterprise.
Colbert	Joe Walker	Tuscumbia	Tuscumbia.
Conecuh	R. E. L. Key.....	Evergreen	Evergreen.
Coosa	Jef Sox	Rockford, R. 2....	Kellyton.
Covington	Hiram J. Brogden.....	Andaulsia	Andalusia.
Crenshaw	Thos. A. Capps.....	Luverne	Luverne.
Cullman	D. V. Smith	Cullman	Cullman.
Dale	Robt. Lee Marchman.....	Pinckard	Pinckard.
Dallas	D. M. Callaway.....	Selma	Selma.
DeKalb	J. Valdor Curtis	Fort Payne	Fort Payne.
Elmore	G. H. Howard	Wetumpka	Wetumpka.
Escambia	W. S. Neal.....	Brewton	Brewton.
Etowah	S. C. McDaniel.....	Gadsden	Gadsden.
Fayette	Alex. Smith	Fayette	Fayette.
Franklin	T. H. Roberson	Russellville	Russellville.
Geneva	J. W. Steely.....	Hartford	Hartford.
Greene	W. P. Archibald	Knoxville	Eutaw.
Hale	G. N. Williams.....	Greensboro	Greensboro.
Henry	E. C. Glover.....	Abbeville	Abbeville.
Houston	John M. Odom	Dothan	Dothan.

COUNTY SUPERINTENDENTS—Continued

COUNTY.	SUPERINTENDENT.	POST OFFICE.	EX. OFFICE.
Jackson	C. S. Brewton.....	Scottsboro	Scottsboro.
Jefferson	P. M. McNeil	Birmingham	Birmingham.
Lamar	E. R. Harris.....	Vernon	Sulligent.
Lauderdale	D. O. Warren.....	Florence	Florence.
Lawrence	W. S. Dill.....	Moulton	Hillsboro.
Lee	J. A. Albright.....	Opelika	Opelika.
Limestone	M. K. Clements.....	Athens	Athens.
Lowndes	H. R. Williamson.....	Hayneville	Hayneville, via Tyson.
Macon	W. B. Riley.....	Tuskegee	Tuskegee.
Madison	S. R. Butler.....	Huntsville	Huntsville.
Marengo	B. F. Gilder	Linden	Linden.
Marion	H. W. McKenzie.....	Hamilton	Guin.
Marshall	R. Lee Barnes	Guntersville	Guntersville.
Mobile	S. S. Murphy.....	Mobile	Mobile.
Monroe	J. A. Barnes.....	Roy	Repton.
Montgomery	G. W. Covington.....	Montgomery	Montgomery.
Morgan	J. C. Tidwell.....	Albany	Albany.
Perry	Chas. C. Johnson.....	Marion	Marion.
Pickens	J. W. Dowdle	Carrollton	Carrollton.
Pike	Mrs. J. M. Sanders.....	Troy	Troy.
Randolph	J. N. Word.....	Wedowee	Roanoke.
Russell	Frank M. deGraffenr'd	Seale	Seale.
Shelby	Samuel P. Williamson	Sterrett, R. 1.....	Columbiana.
St. Clair	Perkins McClendon	Ashville	Whitney.
Sumter	R. B. Callaway.....	Cuba	Livingston.
Talladega	M. T. Linder.....	Talladega	Talladega.
Tallapoosa	G. L. Bell	Dadeville	Dadeville.
Tuscaloosa	Perry B. Hughes.....	Tuscaloosa	Tuscaloosa.
Walker	A. S. Scott.....	Jasper	Jasper.
Washington	W. S. Pearce	Healing Springs.	Millry.
Wilcox	Will M. Cook	Camden	Camden.
Winston	J. M. Burns.....	Dble. Spgs., R. 1	Lynn.

COUNTY HIGH SCHOOLS

COUNTY.	PRINCIPAL.	TREASURER.	P. O. OF PRIN. AND TREAS.
Autauga	H. T. Wallace	C. E. Thomas	Prattville.
Barbour	A. C. Anderson	A. C. Dillard	Clio.
Bibb	J. W. Watson	J. P. Suttle	Centerville.
Blount	T. C. Moore	A. A. Fendley	Oneonta.
Calhoun	R. S. King	D. C. Cooper	Oxford.
Chambers	G. M. Veazey	J. L. Denny	Milltown.
Cherokee	C. R. Wood	E. S. Johnson	Center.
Chilton	H. C. McDonald	J. Hance Alred	Clanton.
Choctaw	Zack Rogers	W. B. Gilmer	Butler.
Clarke	M. L. Orr	L. R. Tucker	Grove Hill.
Clay	W. L. Davis	J. P. Willis	Ashland.
Cleburne	J. M. Farris	W. G. Porter	Heflin.
Coffee	J. J. Yarbrough	V. O. Warren	Enterprise.
Colbert	P. M. Munro	Thos. Lile	Leighton.
Conecuh	Sarah E. Luther	J. W. Thurmond	Castleberry.
Coosa	Jas. K. Hunt	E. L. Boyett	Rockford.
Covington	J. J. Williams	J. T. Hughes	Floral.
Crenshaw	Geo. S. Clark	W. L. Grissette*	High. Home.
Cullman	H. G. Dowling	C. W. Alley	Cullman.
Dale	N. J. Callan	T. J. Cook	Ft. Payne.
Dallas	J. L. Moulder	J. E. Barnes	Plantersv'e.
Elmore	W. J. Mims	Oscar Edwards	Eclectic.
Escambia	C. A. Peavy	E. F. Goldsmith	Atmore.
Etowah	H. A. Pettus	E. G. Lee	Attalla.
Fayette	R. L. Reaves	A. M. Grimsley	Fayette.
Franklin	E. T. Bolding	Foster Gavin	Russellville.
Geneva	B. H. Boyd	D. S. Folsom	Hartford.
Henry	D. W. McLean	T. A. West	Headland.
Houston	C. W. Johnson	L. W. Armstrong	Columbia.
Jackson	R. P. Wills	J. W. Gay	Scottsboro.
Jefferson	C. C. Moseley	Dr. H. E. Pearce	Boyles.
Lamar	E. L. Williamson	W. B. Clearman	Vernon.
Lauderdale	Earl M. Hodson	I. H. Bedingfield	Rogersville.
Lawrence	J. M. Crowell	L. B. Cropper	Moulton.
Lee	J. A. Parrish	W. D. Martin	Auburn.

*P. O. LaPine.

COUNTY HIGH SCHOOLS—Continued

COUNTY.	PRINCIPAL.	TREASURER.	P. O. OF PRIN. AND TREAS.
Limestone	E. B. Baxter.....	J. O. Holt.....	Elkmont.
Lowndes	E. H. Turner	W. J. Davis.....	Ft. Deposit.
Macon	C. C. Slaton.....	A. B. Hope.....	Notasulga.
Madison	W. T. Stevens	E. B. Shoemaker	Gurley.
Marengo	J. L. Gibson.....	E. M. Moseley.....	Thomaston.
Marion	J. B. Clark	R. R. Wright.....	Guin.
Marshall	Oscar Horton	D. Isbell	Guntersville.
Monroe	Geo. A. Harris.....	A. C. Lee.....	Monroeville.
Morgan	J. H. Riddle	Ar'r Stephenson.	Hartselle.
Perry	J. A. York.....	D. K. Mason	Marion.
Pickens	J. E. Hendley.....	E. M. Stringfel'w	Reform.
Pike	S. B. Gibson.....	J. T. Ramage.....	Brundidge.
Randolph	H. D. Weathers.....	Douglas Smith.....	Wedowee.
Shelby	Lycurgus Leftwich	A. P. Longs'e, Jr.	Columbiana.
St. Clair	J. O. Sturdivant	W. C. Watson	Odenville.
Sumter	W. F. Osburn.....	J. H. Coleman.....	York.
Talladega	J. A. Morgan.....	L. U. Dickinson...	Lincoln.
Tallapoosa	R. E. Hodnette.....	C. M. Corprew.....	Dadeville.
Walker	J. Alex Moore	A. S. Preston.....	Jasper.
Washington	R. H. Southerland.....	C. M. Davis.....	Chatom.
Wilcox	Claude Hardy	W. J. Bonner.....	Camden.
Winston	L. J. Howell.....	Z. McVay	Dble. Springs.

COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS

ELECTED FOR THE YEAR BEGINNING OCTOBER 1, 1916

COUNTY.	NAME.	POST OFFICE.
Autauga	C. E. Thomas	Prattville.
Baldwin	W. D. Stapleton	Bay Minette.
Barbour	Geo. A. Johnston	Clayton.
Bibb	M. A. McCraw	Brent.
Blount	J. C. Nation	Oneonta.
Bullock	J. H. Rainer Jr.	Union Springs.
Butler	Park Smith	Greenville.
Calhoun	S. L. Galbraith	Anniston.
Chambers	D. T. Tatum	LaFayette.
Cherokee	W. R. Westbrook	Cedar Bluff.
Chilton	E. E. Upchurch	Clanton.
Choctaw	F. A. Miller	Butler.
Clarke	L. R. Tucker	Grove Hill.
Clay	J. P. Willis	Ashland.
Cleburne	J. M. Atkins	Heflin.
Coffee	J. E. Jones	New Brockton.
Colbert	John E. Delony	Tuscumbia.
Conecuh	Arthur Cunningham	Evergreen.
Coosa	E. L. Boyett	Rockford.
Covington	L. M. Studstill	Andalusia.
Crenshaw	J. T. Ivey	Luverne.
Cullman	Joseph Spitznagel	Cullman.
Dale	J. B. Borland	Pinckard.
Dallas	H. F. Cooper	Selma.
DeKalb	Dr. J. B. Haralson	Ft. Payne.
Elmore	J. C. Weldon	Wetumpka.
Escambia	O. F. Luttrell	Brewton.
Etowah	J. B. Wadsworth	Gadsden.
Fayette	A. M. Grimsley	Fayette.
Franklin	Foster Gavin	Russellville.
Geneva	Josef V. Harrison	Hartford.
Greene	E. A. Archibald	Eutaw.
Hale	L. J. Lawson Jr.	Greensboro.
Henry	Dr. A. S. Steagall	Abbeville.
Houston	J. J. Flowers	Dothan.

COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS—Continued

COUNTY.	NAME.	POST OFFICE.
Jackson	O. C. Hackworth.....	Scottsboro.
Jefferson	Frank Stevens	Birmingham.
Lamar	S. G. Kennedy.....	Vernon.
Lauderdale	H. C. Gilbert	Florence.
Lawrence	L. B. Cropper.....	Moulton.
Lee	J. E. Hackney	Opelika.
Limestone	Clinton D. Glaze.....	Athens.
Lowndes	W. J. Davis	Ft. Deposit.
Macon	W. W. Campbell	Tuskegee.
Madison	M. B. Merts.....	Huntsville.
Marengo	C. C. Pritchett.....	Thomaston.
Marion	J. B. Hodges.....	Hamilton.
Marshall	D. Isbell	Guntersville.
Mobile	S. S. Murphy.....	Mobile.
Monroe	L. L. Hendrix.....	Monroeville.
Montgomery	Henry T. Bartlett.....	Montgomery.
Morgan	Arthur Stephenson	Hartselle.
Perry	Walter P. Nichols.....	Marion.
Pickens	A. H. Dabbs.....	Carrollton.
Pike	L. M. Bashinsky.....	Troy.
Randolph	Dr. J. C. Swann.....	Wedowee.
Russell	T. W. Anderson.....	Seale.
Shelby	W. L. Christian.....	Columbiana.
St. Clair	E. M. McClendon.....	Springville.
Sumter	W. S. Nichols.....	Livingston.
Talladega	H. L. McElderry.....	Talladega.
Tallapoosa	C. M. Corprew.....	Dadeville.
Tuscaloosa	Robt. H. Cochrane	Tuscaloosa.
Walker	H. W. Cranford.....	Jasper.
Washington	Jas. N. Granade	Chatom.
Wilcox	E. W. Berry.....	Camden.
Winston	Lewis L. Welborn.....	Double Springs.

LIST OF PRINCIPALS OR SUPERINTENDENTS AND TREASURERS OF THE INCORPORATED CITIES AND TOWNS OF ALABAMA, BY COUNTIES, FOR YEAR BEGINNING OCTOBER 1, 1916

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Autauga County		
Autaugaville	Leila Sessions	E. S. Jones.
Billingsley	W. P. Bledsoe	J. C. Hughes.
Prattville	Belle Northington	C. G. Smith.
Baldwin County		
Bay Minette	S. M. Tharp	O. C. Hall Jr.
Fairhope	Mrs. Ora S. Stone	Ben Fisher.
Foley	B. F. Bates	John C. Lehr.
Barbour County		
Blue Springs	John B. Hunt	J. A. English.
Clayton	Jas. Chrietzburg	C. H. Feagin.
Clio	J. C. Stewart	W. D. Berck.
Eufaula	H. L. Upshaw	J. P. Foy.
Louisville	V. V. Norton	C. H. West.
Bibb County		
Brent	J. B. Stovall	W. R. Smith.
Centerville	J. R. Alexander	J. P. Kennedy.
Smith Hill (Blocton) .....	.....	W. A. Stewart.
West Blocton	W. H. Wright	E. M. Bishop.
Blount County		
Blountsville	Mamie Simms	A. O. Lowery.
Cleveland	O. A. Chandler	No Treasurer.
Oneonta	H. A. Fowler	J. C. Nation.
Bullock County		
Fitzpatrick	C. J. Evins	H. F. McLaurine
James	H. B. Hamner	H. L. King Jr
Midway	H. B. Hamner	T. R. Britt.
Perote	S. W. Hixon	C. W. Rumph.
Union Springs	E. S. Pugh	R. J. Laurence.
Butler County		
Georgiana	Perry B. Pepper	R. Clifford Fulford.
Greenville	C. B. Gamble	J. L. Grant.
McKenzie	James R. Myrick	R. W. Johnson.
Chapman	Mrs. J. M. Stabler	Cosby Hays.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Calhoun County		
Anniston	D. R. Murphey.....	H. A. Young.
Blue Mt. City (Annis'n)	May Powell	W. H. Call.
Jacksonville	D. D. Stephenson	Jno. B. Nisbet.
Oxford	F. H. Watson.....	C. H. Howle.
Piedmont	Jas. N. Bragg	J. C. Lay Jr.
Chambers County		
Five Points	Elliott Simmons	T. M. Clower.
LaFayette	F. T. Appleby	W. R. Chatfield.
Lanett	W. S. Leatherwood	W. H. Knight.
Waverly	G. C. Arant	M. H. Brawner.
Cherokee County		
Gaylesville	Birdie Stone	E. J. Chestnut.
Chilton County		
Clanton	J. L. Johnson.....	H. M. Simpson.
Jemison	C. M. Gory	J. M. Langston.
Maplesville	Ellsworth Ellis	J. W. Mitchel.
Thorsby	Clara Soberg	E. W. Butler.
Choctaw County		
Butler	J. W. Taylor	W. H. Lindsey.
Gilbertown	L. M. Mathis.....	G. E. Stroud.
Lisman	Mrs. M McGowan	R. W. Patrick.
Clarke County		
Fulton	Geo. M. Watson.....	A. L. Manes.
Jackson	Frank Abbott	A. E. Chunn.
Thomasville	H. M. Morrow	J. E. Tucker.
Clay County		
Ashland	O. L. Chambers	C. C. Harris.
Hollins	P. L. Williams	H. B. Rumsey.
Lineville	C. G. Sharp	A. D. Langston.
Cleburne County		
Edwardsville	Warren Maust	T. J. Brown.
Fruithurst	Varnia Webb	F. L. Grant.
Heflin	Fred Gurley	Fred Osborne.
Hopewell	L. W. Edgeworth	B. D. Harria.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Coffee County		
Elba	J. F. Scofield	L. C. Powell.
Enterprise	E. J. Murphey	R. A. Clements.
New Brockton	E. E. Wakefield	No Treasurer.
Colbert County		
Cherokee	G. W. Graves	No Treasurer.
Leighton	E. Christian	J. T. Ferguson.
Sheffield	W. P. Johnson	M. A. Hopkins.
Tuscumbia	J. F. Collins	J. C. Carter.
Conecuh County		
Castleberry	Mrs. E. Downing Jr.	E. H. Carter.
Evergreen	Minnie Tippins	H. A. Shields.
Repton	J. W. Dubois	J. R. Simmons.
Coosa County		
Goodwater	Curtis Matthews	B. Z. Henry.
Covington County		
Andalusia	L. E. Brown	J. P. Tilley.
Falco	R. T. Mullican	H. P. Fitzgerald.
Florala	Charles Baker	W. F. Hughes.
Opp	P. A. McDaniel	T. E. Hubbard.
Poley	Ella Fleming	A. C. Steele.
Red Level	E. L. Stough	C. W. Costen.
River Falls	E. A. Ward	H. Stanley.
Crenshaw County		
Brantley	W. M. Faust	Dr. S. W. May.
Dozier	H. B. Morgan	L. C. Simon.
Glenwood	R. E. Deese	W. K. Tyner.
Luverne	A. C. Reagan	J. N. Pollard
Searight	Katie Brown	W. W. Lowman.
Rutledge	A. A. Grant	A. L. Rushton.
Petrey	Z. J. Fail	H. G. Petrey.
Cullman County		
Cullman	J. H. Graves	Parker Bk. & Tr. Co.
Garden City	E. A. Cobb	J. D. McAnally.
Hanceville	J. K. Haynes	Adolph Ashwander.
Holly Pond	R. P. Johnston	W. N. Wiggins.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Dale County		
Ariton	L. F. Rutledge.....	W. A. Walker.
Daleville	Arthur Mullins	L. E. Wells.
Midland City	W. L. Hicks	H. G. Eppes.
Newton	Z. C. Truett	J. A. Reynolds.
Ozark	E. J. Laney.....	L. B. Martin.
Pinckard	E. T. Cato.....	T. M. Borland.
Dallas County		
Orrville	Martha J. Ormond	No Treasurer.
Selma	Arthur F. Harman.....	C. M. Howard.
DeKalb County		
Collinsville	H. G. Tiller.....	John Siniard.
Ft. Payne	Carrie Lee Smith.....	T. J. Cook.
Elmore County		
Eclectic	W. L. Thomas	Dr. J. A. Howle.
Tallassee	L. O. Kyser.....	W. E. Johnson.
Wetumpka	C. V. Thompson.....	A. Hohenberg.
Escambia County		
Atmore	W. I. Powers	W. E. Grimsley.
Brewton	W. L. Porter	W. W. Barbour.
Flomaton	Nan Gray Davis	N. R. Wilhelm.
Pollard	H. N. Lee.....	Fred Curtis.
Etowah County		
Alabama City	J. D. Bradley	C. S. Wilkinson.
Altoona	E. A. Jackson	John Thompson.
Attalla	Alice Coleman	Geo. P. Walker.
Gadsden	W. C. Griggs	E. T. Hollingsworth.
Fayette County		
Berry	J. C. Clardy.....	W. O. Collins.
Fayette	N. F. Greenhill	Victor Hyde.
Franklin County		
Hodges	W. C. Shotts.....	I. W. Stidham.
Red Bay	J. A. Johnson.....	O. O. Wade.
Russellville	L. S. McRight	W. H. Austin.
Vina	John G. Rea.....	C. E. Massey.
Phil Campbell	W. B. Lovejoy.....	S. N. Smith.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Geneva County		
Black	J. E. Cheatham, Jr.	C. O. Hagin.
Coffee Springs	Joel Sanders	R. E. Byrd.
Geneva	J. E. Cheatham	A. S. Hendrix.
Hartford	M. L. Black.....	W. C. Fields.
Malvern	J. A. Joiner.....	J. T. Edmonson.
Samson	W. B. Speer	J. W. Byrd.
Slocomb	E. C. Palmer.....	C. E. Segrest.
Greene County		
Eutaw	A. F. Jackson.....	R. W. Barnes.
Hale County		
Greensboro	J. A. Baxley.....	J. B. Stickney.
Newbern	Sadie True	T. A. Walthall Jr.
Moundville	R. W. Greene.....	R. L. Griffin.
Henry County		
Abbeville	J. E. Searcy.....	A. U. Grouby.
Haleburg.....	M. Davis	B. F. Glover.
Headland	W. E. Glover.....	A. W. Hawkins.
Newville	M. C. Brooks.....	J. W. Capps.
Houston County		
Ashford	C. F. Cassady.....	R. M. Jacobs.
Columbia	W. J. Dominey.....	Alex. Wood.
Cottonwood	S. J. Weeks	T. H. Ripley.
Dothan	P. W. Hodges.....	K. P. Holland.
Gordon	C. F. Smith.....	J. J. Marsh.
Madrid	Eldora Cook	John Newton.
Webb	H. J. Stringfellow.....	H. H. Kirkland.
Jackson County		
Bridgeport	J. T. Williams.....	F. P. Jacobs.
Hollywood	J. H. Jarnagin.....	No Treasurer.
Langston	H. R. Campbell.....	No Treasurer.
Larkinsville	W. H. Robinson.....	No Treasurer.
Paint Rock	Jesse Wheeler	No Treasurer.
Scottsboro	H. W. Bennett.....	No Treasurer.
Section	N. M. Smith.....	No Treasurer.
Stevenson	N. H. Price.....	No Treasurer.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Jefferson County		
Bessemer	A. A. Persons	J. M. Scott.
Birmingham	J. H. Phillips	Louis L. Levy.
Brighton	H. M. Sharpe	H. M. Sharpe.
Brookside	N. S. Moore	Jno. T. Jones.
Cardiff	Walter L. Snoddy	Louis Negron.
Graysv'e (Adamsv'e, R1)	B. B. Lawson	J. W. West.
Inglenook	Chas. R. West	Chas. T. Helton.
Irondale	Forney Reese	J. W. Fortenberry.
Johns	N. W. Henson	Joe Sachs.
Leeds	J. W. Ellenburg	E. R. Perdue.
Lipscomb (Bess'r, R. 1)	L. H. Haralson	S. A. Jones.
Pinckney C'y (Bloss'g)	T. G. Whaley	M. Silverfield.
Quinton, R. 3	J. G. Manuel	I. N. Skelton.
Sandusky (P.City, R.2)	W. T. Vann	L. L. Blanton.
Warrior	W. T. Snoddy	J. B. Huffstutler.
Lamar County		
Beaverton	J. C. Stokes	J. B. Collier.
Fernbank	Ruby McKell	J. B. Wilson.
Kennedy	R. E. Falkner	W. N. Gravlee.
Millport	H. W. Weed	J. O. Walker.
Sulligent	W. V. Luckie	M. W. Cribbs.
Vernon	Elemna Holliman	J. F. Mattox.
Lauderdale County		
Florence	W. R. Harrison	Turner Rice.
Rogersville	Robert Hudson	Ira H. Bedingfield.
Waterloo	C. W. Williams	J. L. Cooper.
Lawrence County		
Courtland	C. H. Hocutt	Geo. Gilchrist.
Hillsboro	R. T. Penn	D. P. Woodall.
Moulton	T. J. Wear	C. C. Kerby.
Mt. Hope	J. B. Kilpatrick	J. S. Smith.
Town Creek	Preuit Simms	J. M. Houston.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Lee County		
Auburn	May Harvey	W. D. Martin.
Opelika	F. Hall	Chas. Shaefer.
Phoenix City	W. Y. Fleming.....	T. H. Coulter.
Waverly	G. C. Arant	M. H. Brawner.
Limestone County		
Athens	S. J. McCall.....	H. C. Massenberg.
Elkmont	Mrs. W. A. Gray.....	Ashford Todd.
Mooreville	Evelyn Mussetter	Henry Zeitler.
Lowndes County		
Ft. Deposit	Mrs. W. G. Forehand..	W. J. Davis.
Macon County		
Notasulga	J. A. Kay.....	No Treasurer.
Tuskegee	R. E. Thompson.....	William Varner.
Madison County		
Gurley	E. O. Creel.....	E. B. Shoemaker.
Huntsville	R. C. Johnston.....	W. P. Monroe.
Madison	T. G. Riddle.....	J. H. Humphrey.
New Hope	T. J. Watson	M. F. Irwin.
Marengo County		
Dayton	Birdie DePriest	E. T. Eppes.
Demopolis	K. G. Hoover.....	W. A. Smith.
Faunsdale	W. P. Champion.....	R. W. Drake.
Linden	A. F. Riser.....	Irving Adams.
Thomaston	Berta Nichols	O. D. Carleton.
Marion County		
Bear Creek	L. R. Quinn.....	A. R. Bentley.
Guin	J. H. Couch.....	R. R. Wright.
Hackleburg	C. E. Pearce.....	C. T. Lunsford.
Hamilton	W. E. Dyar.....	V. R. White.
Winfield	C. R. Welden	R. K. Shirey.
Marshall County		
Albertville	C. E. Wilson.....	H. J. Miller.
Boaz	J. C. McAuley.....	R. E. Boroughs.
Guntersville	J. B. Vann.....	G. B. Zetler.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Mobile County		
Citronelle	B. H. Johnston	J. S. Lynch.
Mobile	S. S. Murphy	S. S. Murphy.
Monroe County		
Beatrice	Lena Stabler	W. R. Sawyer.
Jones Mills	C. R. Harrison	J. J. English.
Monroeville	E. P. Yeldell	J. A. Lazenby.
Nadawah	Myrtle Wise	W. J. Burroughs.
Vredenburgh	Eula Andrews	J. L. Thomas.
Montgomery County		
Montgomery	C. L. Floyd	G. W. Barnett.
Morgan County		
Albany	R. W. Cowart	Fred Bloodworth.
Austinville	Mrs. Ada Cornelison	W. F. McCleakey.
Decatur	J. M. Collier	W. B. Shackelford.
Falkville	A. B. Murphree	W. H. Drinkard.
Hartselle	G. G. Glover	I. J. Kent.
Perry County		
Marion	Chas. C. Johnson	W. R. Carrothers.
Uniontown	Emmett Kilpatrick	J. H. Bradford.
Pickens County		
Aliceville	John L. Harper	J. V. Park.
Carrollton	O. G. Myers	A. H. Dabbs.
Gordo	R. R. Rockett	H. B. Durrett.
Pickensville	Elizabeth Braizier	W. C. Chapman.
Reform	L. B. Little	J. W. Hollingsworth.
Pike County		
Banks	C. V. Cates	C. E. Sellers.
Brundidge	C. F. Avant	O. K. Ramage.
Goshen	M. M. Spencer	J. L. Wilson.
Troy	John R. McLure	Chas. F. White.
Randolph County		
Roanoke	L. L. Vann	W. L. Hill.
Wadley	R. L. Phillips	Dr. A. J. Clarady.
Wedowee	Myrtis Robertson	Douglas Smith.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Russell County		
Girard	Roy K. Hood.....	W. B. Head.
Hurtsboro	H. E. Hutcheson.....	W. P. Lloyd.
Seale	W. S. McLeod	J. L. Henry.
Shelby County		
Calera	Lottie Johnson.....	R. L. Holcombe.
Columbiana	Mrs. T. G. Nelson.....	W. L. Christian.
Montevallo	Thomas S. Bugg.....	J. H. Middleton.
Vincent	H. P. Rogers	W. J. Florey.
Wilsonville	I. L. Hardin.....	J. F. Pope.
St. Clair County		
Ashville	H. T. Moore.....	Ab Crow Jr.
Eden	Jas. N. Castleberry	H. N. Laney.
Pell City	J. L. Aders.....	T. J. Kilgroe.
Ragland	F. Singleton	M. R. Floyd.
Riverside	Vester L. Wyatt.....	J. S. Bukacek.
Springville	G. W. Floyd.....	C. W. Allison.
Odenville	J. M. Rich.....	W. J. Hodges.
Sumter County		
Cuba	J. M. Davis.....	J. T. Culpepper.
Epes	R. C. Heard	W. R. Lewellen.
Gainesville	Cora Sisson.....	J. M. Allison.
Geiger	A. B. Carlton.....	A. B. Carlton.
Livingston	E. B. Calhoun.....	W. S. Nichols.
York	E. M. Speed.....	T. C. Ridgdill.
Talladega County		
Childersburg	J. T. Balch.....	P. G. Cosper.
Gantts Quarry	R. W. Prather	W. D. Lamborne.
Ironaton	Flora Watson	Frank R. Pomery Jr.
Lincoln	E. E. Beck.....	L. W. Dickinson.
Sylacauga	J. B. Murphy.....	J. W. Batson.
Talladega	D. A. McNeill.....	A. J. Hardin.
Tallapoosa County		
Alexander City	Jas. M. Pearson.....	A. S. Lennard.
Camp Hill	J. E. Middlebrooks.....	D. M. Slaughter.
Dadeville	J. D. Lane.....	Wm. C. Roeck.
Daviston	M. G. Satterfield.....	W. B. Thompson.

**LIST OF PRINCIPALS OR SUPERINTENDENTS AND
TREASURERS—Continued**

CITY OR TOWN.	PRINCIPAL OR SUPT.	TREASURER.
Tuscaloosa County		
Northport	E. M. Meadows	M. Freeman.
Tuscaloosa	J. H. Foster.....	Glen Foster.
Walker County		
Carbon Hill	M. F. Dozier.....	L. C. Smith.
Cordova	Glenn E. Hill.....	W. N. Jones.
Dora	Wm. K. Norton.....	C. I. Jones.
Jasper	J. W. Letson.....	Walter L. Guttery.
Nauvoo	J. A. Lunceford.....	John Mann.
Oakman	D. W. Berry.....	L. F. Lelievre.
Townley	John H. Myers.....	A. A. Crowe.
Washington County (No incorpor'd towns)		
Wilcox County		
Camden	O. C. Weaver.....	B. H. Mathews.
Gastonburg	A. C. Moore.....	R. J. Goode Sr.
McWilliams	J. B. Sellers.....	J. D. Shelley.
Pine Apple	C. H. Newsom.....	S. N. Stanford.
Pine Hill	R. L. Griffin.....	Thomas Pruitt.
Winston County		
Haleyville	L. L. James.....	W. A. Walker.

SCHOOL IMPROVEMENT ASSOCIATION OFFICERS

COUNTY	PRESIDENT	ADDRESS	SECRETARY	ADDRESS
Autauga	Mrs. H. S. Doster.....	Prattville	Miss Myra Booth.....	Prattville.
Baldwin	Miss Mary G. Byrne.....	Bay Minette	Miss Blanche Weil.....	Battles.
Barbour	Miss Lessie Jenkins.....	Louisville	J. Howard Crew.....	Flamville.
Bibb	Mrs. Chas. Hubbard.....	West Blocton	Bessie Kirshler	Coleanor.
Blount	Wm. F. Maynor.....	Oneonta, R. 2.....	H. A. Fowler.....	Oneonta.
Bullock	Miss Juliet Hixon.....	Perote	Miss Juliet Hixon.....	Perote.
Butler	Mrs. J. M. Stabler.....	Chapman	Mrs. J. M. Stabler.....	Chapman.
Calhoun	F. H. Watson.....	Anniston	Ada Persons	Anniston.
Chambers	Claudie Wallace	Five Points	Eva Mae McRae.....	LaFayette.
Cherokee	Miss Lillie Matthews.....	Leesburg	D. B. McCullough.....	Jamestown.
Chilton	J. L. Johnson.....	Clanton	Miss Jimmie Morrow.....	Verbena.
Choctaw	Mrs. H. J. Bruister.....	Butler	Mrs. G. F. McGowan.....	Butler.
Clarke	Mrs. G. M. Watson.....	Fulton	Miss Sue Ellen Moore.....	Fulton.
Clay	Miss Kelsie Weaver.....	Lineville	Miss Vida Barker.....	Ashland.
Cleburne	Mrs. Lucie Turner.....	Hefin	Mrs. Cora Owens.....	Hefin.
Coffee	Mrs. Y. W. Rainer.....	Elba	Mrs. G. C. Bowden.....	Elba.
Colbert	E. Christian	Leighton	Mrs. Joe Walker.....	Tuscumba.
Conecuh	Miss Sarah Luther.....	Castleberry	Miss Willie Cunning- ham	Evergreen.
Coosa	Mrs. Mattie B. King.....	Rockford	Miss Julia Byrom.....	.....

SCHOOL IMPROVEMENT ASSOCIATION OFFICERS—Continued

COUNTY	PRESIDENT	ADDRESS	SECRETARY	ADDRESS
Covington	L. E. Brown	Andalusia	Miss Luna Nichols	Opp.
Crenshaw	Claude L. Rhodes	Highland Home	Mrs. W. G. Cameron	Luverne.
Cullman	Miss Fanny H. Rosson	Cullman	Miss Fanny H. Rosson	Cullman.
Dale	E. J. Laney	Ozark		
Dallas	Miss Maria Moseley	Plantersville	Miss Eliza'th Lasseter	Selma.
DeKalb	Miss Frank Dobbs	Fort Payne	Mrs. J. J. Beeson	Henegar.
Elmore				
Escambia	Mrs. G. W. L. Smith	Brewton		
Etowah	Mrs. J. P. Sitz	Gadsden	Miss Myrtle Woodson	Gadsden.
Fayette	Mrs. J. A. Branyon	Fayette	Miss Sallie Robertson	Fayette.
Franklin	Mrs. B. H. Sargent	Russellville	Mrs. Ada James	Red Bay.
Geneva	M. L. Black	Hartford		
Greene	Mrs. Marg't Archibald	Pleasant Ridge	Miss Bessie Smith	Eutaw.
Hale	J. A. Baxley	Greensboro	Miss M. K. Jones	Greensboro.
Henry	Miss Ella Mae Whaley	Headland	Miss Nellie Price	Headland.
Houston	C. W. Johnson	Columbia	J. W. Bledsoe	Columbia.
Jackson	Mrs. J. F. Armstrong	Stevenson		
Jefferson	Mrs. E. B. Erwin	Birmingham, Room		
		101, Courthouse	Mrs. E. B. Erwin	Birmingham.
Lamar	Miss Elimna Holliman	Vernon		

Lauderdale	Miss Elizabeth A. Rasch	Florence, R. 2	J. T. Spain	Florence.
Lawrence	E. A. McBride	Hillsboro, R. 1	Mrs. Ethel Wear	Moulton.
Lee	Mrs. Walter Collars	Opelika		
Limestone	Mrs. K. A. Hine	Athens	F. W. Bullington	Athens, R. 6.
Lowndes	Mrs. Joseph Russell	Lowndesboro	Miss India Herbert	Hayneville.
Macon	Mrs. A. S. Danner	Tuskegee	Mrs. Claudia Heard	Tuskegee.
Madison	Mrs. Hessie Farley	Madison	Miss Jessie Hopper	Huntsville.
Marengo	Miss Ernestine Erwin	Rembert	Miss Lena Carter	Myrtlewood.
Marion	Mrs. Minnie W. Fite	Hamilton	W. E. Dyar	Hamilton.
Marshall	Miss Camilla Linn	Guntersville	Miss Camilla Linn	Guntersville.
Mobile	Mrs. C. S. Shuford	Mobile, 300 S. Georgia Ave.	Miss Ola Bryars	Plateau.
Monroe	Miss Annie McMurphy	Roy	Miss Annie McMurphy	Roy.
Montgomery	Mrs. T. M. Francis	Montg'y, May Apart.	Miss Georgia Wagner	Montgomery, 16 Herron St.
Morgan	Mrs. Russell Speake	Decatur		
Perry	Miss Annie LeVert	Spratt	Mrs. M. G. Long	Marion, R. 2.
Pickens	Miss Stella Curry	Carrollton	J. W. Dowdle	Carrollton.
Pike	Miss Nolie Clayton	Troy	Miss Vesta Barefield	Troy, R. 2.
Randolph	Miss Mattie Edwards	Wedowee	Mrs. H. D. Weathers	Wedowee.
Russell	Mrs. M. M. Mathis	Rutherford	Miss Mildred Minter	Seale.
Shelby	Mrs. Rosa B. Notestine	Columbiana	Margaret McMillan	Columbiana.
St. Clair	Miss Francina Singleton	Ragland	Mrs. Jack Gray	Ragland.
Sumter	Miss Anna Ria Davis	Kewanee, Miss.	Miss Anna Ria Davis	Kewanee, Miss.

SCHOOL IMPROVEMENT ASSOCIATION OFFICERS—Continued

COUNTY.	PRESIDENT.	ADDRESS.	SECRETARY.	ADDRESS.
Talladega	Mrs. M. T. Linder.....	Talladega .....	.....	.....
Tallapoosa	Mrs. R. E. Hodnette.....	Dadeville	Miss Maggie Parkman	Dadeville
Tuscaloosa	Mrs. H. B. Searcy.....	Tuscaloosa	Mrs. H. B. Searcy.....	Tuscaloosa.
Walker	Mrs. J. H. Cranford.....	Jasper	Miss Jennie L. Palmer	Jasper.
Washington	Mrs. J. H. Blount.....	Chatom .....	.....	.....
Wilcox	Mrs. I. W. Jones.....	Camden .....	.....	.....
Winston	Mrs. Annie Howell.....	Double Springs .....	.....	.....

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1916

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		Number Who Have Passed the Seventh Grade.		
	White	Colored	Total	Male	Female	Male	Female	White	Color'd	Total
Autauga	2,785	3,983	6,768	1,454	1,331	1,989	1,994	388	31	419
Baldwin	5,455	1,868	7,323	2,848	2,607	945	923	650	12	662
Barbour	4,232	8,453	12,685	2,233	1,999	4,096	4,357	851	175	1,026
Bibb	5,650	2,789	8,439	2,935	2,715	1,427	1,362	525	5	530
Blount	8,297	397	8,694	4,367	3,930	215	182	386	.....	386
Bullock	1,550	11,016	12,566	758	792	5,567	5,449	513	146	659
Butler	5,011	7,468	12,479	2,541	2,470	3,760	3,708	875	.....	875
Calhoun	10,720	4,861	15,581	5,400	5,320	2,373	2,488	1,081	131	1,212
Chambers	6,336	7,905	14,241	3,241	3,095	3,940	3,965	996	69	1,065
Cherokee	6,223	804	7,027	3,262	2,961	421	383	359	2	361
Chilton	6,676	1,565	8,241	3,444	3,232	829	736	840	9	849
Choctaw	2,898	4,672	7,570	1,457	1,441	2,379	2,293	394	53	447
Clarke	4,506	6,504	11,010	2,387	2,119	3,255	3,249	770	74	844
Clay	6,724	901	7,625	3,450	3,274	441	460	679	1	680
Cleburne	4,640	239	4,879	2,327	2,313	128	111	339	2	341
Coffee	7,837	2,312	10,149	4,056	3,781	1,155	1,157	1,026	18	1,044
Colbert	5,655	3,849	9,504	2,861	2,794	1,949	1,900	705	153	858
Conecuh	4,020	4,087	8,107	2,096	1,924	2,013	2,074	589	31	620
Coosa	3,384	2,901	6,285	1,743	1,641	1,458	1,443	414	4	418
Covington	9,964	3,255	13,219	5,178	4,786	1,639	1,616	1,294	31	1,325
Crenshaw	5,415	2,901	8,316	2,748	2,667	1,443	1,458	717	33	750
Cullman	10,877	147	11,024	5,636	5,241	94	53	807	2	809
Dale	5,945	2,167	8,112	2,994	2,951	1,092	1,075	710	9	719
Dallas	2,848	16,467	19,315	1,426	1,422	8,023	8,444	973	641	1,614
DeKalb	10,849	293	11,142	5,613	5,236	128	165	690	5	695
Elmore	5,863	4,707	10,570	3,004	2,859	2,295	2,412	894	34	928
Escambia	5,686	2,028	7,714	2,933	2,753	1,022	1,006	333	.....	333
Etowah	11,708	2,164	13,872	5,890	5,818	1,074	1,090	1,658	58	1,716
Fayette	6,155	817	6,972	3,172	2,983	431	386	538	9	547
Franklin	6,417	396	6,813	3,305	3,112	176	220	537	5	542
Geneva	8,363	1,685	10,048	4,225	4,138	866	819	900	21	921
Greene	822	5,648	6,470	414	408	2,778	2,870	145	84	229
Hale	1,874	8,894	10,768	968	906	4,460	4,434	344	376	720
Henry	3,733	3,910	7,643	1,900	1,833	1,913	1,997	499	8	507
Houston	8,381	3,381	11,762	4,275	4,106	1,668	1,713	1,026	34	1,060
Jackson	10,522	1,025	11,547	5,441	5,081	512	513	868	4	872
Jefferson	43,373	32,094	75,467	22,200	21,173	15,439	16,655	8,193	3,036	11,229
Lamar	5,707	1,308	7,015	2,935	2,772	673	635	519	8	527
Lauderdale	9,535	2,589	12,124	4,824	4,711	1,281	1,308	969	99	1,068
Lawrence	5,829	2,167	7,996	3,052	2,777	1,079	1,088	513	57	570
Lee	4,066	7,700	11,766	1,975	2,091	3,753	3,947	1,068	358	1,426
Limestone	6,583	3,491	10,074	3,420	3,163	1,739	1,752	800	56	856
Lowndes	1,067	9,613	10,680	534	533	4,858	4,755	356	164	520
Macon	1,202	7,915	9,117	634	568	3,856	4,059	341	160	501
Madison	9,712	5,928	15,640	5,084	4,628	2,969	2,959	996	161	1,157
Marengo	2,968	9,728	12,696	1,480	1,488	4,886	4,842	624	75	699
Marion	7,410	180	7,590	3,774	3,636	96	84	664	.....	664
Marshall	10,911	434	11,345	5,557	5,354	216	218	1,012	1	1,013
Mobile	14,230	10,385	24,615	7,257	6,973	4,884	5,501	3,742	1,355	5,097

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1916—Continued

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		Number Who Have Passed the Seventh Grade.		
	White	Colored	Total	Male	Female	Male	Female	White	Total	Color'd
Monroe	4,101	5,584	9,685	2,103	1,998	2,765	2,819	566	38	599
Montgomery ..	7,469	21,947	29,416	3,700	3,769	10,696	11,251	2,268	771	3,039
Morgan	9,364	2,706	12,070	4,886	4,478	1,310	1,396	1,089	158	1,247
Perry	2,398	8,991	11,389	1,188	1,210	4,506	4,485	595	159	754
Pickens	4,735	5,520	10,255	2,382	2,353	2,795	2,725	828	112	940
Pike	5,410	5,793	11,203	2,803	2,607	2,857	2,936	795	67	862
Randolph	7,076	2,231	9,307	3,636	3,440	1,126	1,105	882	33	915
Russell	1,588	8,676	10,264	815	773	4,350	4,326	354	23	377
Shelby	6,840	2,269	9,109	3,573	3,267	1,153	1,116	838	37	875
St. Clair	6,942	1,557	8,499	3,495	3,447	768	789	583	.....	583
Sumter	1,921	10,043	11,964	963	958	5,033	5,010	536	26	562
Talladega	7,093	6,591	13,684	3,605	3,488	3,271	3,320	962	59	1,021
Tallapoosa	7,409	4,292	11,701	3,853	3,556	2,175	2,117	1,310	131	1,441
Tuscaloosa	10,025	6,402	16,427	5,209	4,816	3,142	3,260	885	99	984
Walker	11,497	1,834	13,331	6,003	5,494	931	903	1,027	81	1,108
Washington ..	2,782	2,001	4,783	1,461	1,321	1,011	990	293	2	295
Wilcox	1,868	9,872	11,740	997	871	4,892	4,980	565	262	827
Winston	4,928	6	4,934	2,564	2,364	1	5	308	.....	308
Total.....	444,060	336,306	780,366	277,944	216,116	166,465	169,841	59,744	9,853	69,597

GENERAL STATISTICAL SUMMARY OF SCHOOLS OF ALL CLASSES 1916-17

NAME OF SCHOOL.	ENROLLMENT		TEACHERS EMPLOYED		Value of Buildings, Sites and Equip- ment	Total Amount Expended
	White	Colored	White	Colored		
Public Schools	348,227	156,729	8,351	2,572	\$ 9,455,201	\$ 4,569,163
County High Schools	6,485		209		920,853	248,330
District Agricultural Schools	1,605		45		238,358	67,322
Normal Schools	2,151	2,894	84	244	2,436,411	584,043
University of Alabama	1,728		131		1,439,318	196,747
Alabama Polytechnic Institute	2,337		91		780,000	140,222
Alabama Girls Technical Institute	1,108		67		527,700	63,154
Alabama School for Deaf and Blind	304	54			415,000	82,177
Alabama Boys Industrial School	552		6		169,497	57,151
Northeast Ala. Agricultural and Indust'l Inst.	314		9		20,900	7,573
Private and Denominational Schools	9,126	11,528	508	411	4,779,818	1,053,654
Alabama Reform School for Juvenile Negro						
Law Breakers		357		4	40,945	
Total	373,937	171,562	9,501	3,231	\$21,224,001	\$ 7,069,536

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS, 1916-17**

	White	Colored	Total
Enrollment:			
In elementary and grammar grades	327,549	155,281	482,830
In high school grades (excluding county high schools).....	20,678	1,448	22,126
Total enrollment.....	348,227	156,729	504,956
Average attendance:			
In elementary and grammar grades	204,766	96,322	301,088
In high school grades (excluding county high schools).....	15,268	1,062	16,330
General average attendance.....	220,034	97,384	317,418
School terms or sessions, average length in days during year.....	130	104	122
Number of schools taught	4,713	2,042	6,755
Number graded schools.....	4,543	1,639	6,182
Number of teachers employed:			
Male	2,359	641	3,000
Female	5,992	1,931	7,923
Total.....	8,351	2,572	10,923
Grades of certificates held by teach- ers:*			
Life	1,182	120	1,302
First	1,724	23	1,747
Second	3,264	606	3,870
Third	2,075	1,802	3,877
Total.....	8,245	2,551	10,796
Number of public school libraries.....	2,078	88	2,166
Number of volumes in libraries.....	245,265	9,482	254,747
Combined value of libraries.....	\$130,272	\$5,688	\$135,960
Number of teachers studying books selected by the Ala. Teachers' Reading Circle	5,029	878	5,907
Number of schoolhouses deeded to the state	2,005	138	2,143
Number of schoolhouses deeded to the county	99	17	116

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC
SCHOOLS, 1916-17.—Continued.**

	White	Colored	Total
Number of schoolhouses deeded to the district†	1,590	631	2,221
Number of schoolhouses deeded to private owners (churches, lodges, societies, etc.)	891	1,206	2,097
Number of schoolhouses owned by cities	128	50	178
Total number of schoolhouses.....	4,713	2,042	6,755
Value of schoolhouses and sites.....	\$7,609,830	\$789,332	\$8,399,162
Estimated value of seats, desks, and all other equipment	\$824,433	\$95,646	\$920,079
Number of schoolhouses entirely or partially supplied with patent desks	3,114	309	3,423
Average yearly salary of teachers:			
Male	\$431	\$167	\$372
Female	\$363	\$152	\$311
Total salaries paid teachers.....	\$3,145,604	\$399,970	\$3,545,574
Amount expended during the year by the School Improvement Association	\$78,865	\$4,426	\$83,291
Total number of visits by the county superintendent to the schools of the county.....	5,822	1,794	7,616

*The apparent discrepancy between the "number of teachers holding certificates" and the "number of teachers employed" is accounted for by the fact that some few teachers are not required to hold certificates when teaching only certain subjects upon which examinations are not held: viz., German, French, Manual Training, etc., and that under the law Mobile county teachers are not required to hold State certificates.

FINANCIAL STATEMENT

RECEIPTS

Balance from previous year.....	\$ 76,041
From Public Funds (includes General Fund, Poll Tax, and County Fund)	2,996,589
From general property taxes, loans, bond sales and un- paid warrants (not special county tax).....	122,971
From town appropriation.....	448,696
From sales of property and proceeds of insurance ad- justments	14,171
From matriculation and incidental fees.....	295,580
From supplement by patrons.....	188,474
From state and local sources for alteration and erection of schoolhouses	238,828
From all other sources	187,813
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Total.....	\$4,569,163

DISBURSEMENTS:

Salaries of county superintendents.....	\$ 99,256
Salaries of city superintendents.....	51,219
Salaries of assistant superintendents.....	32,847
Salaries of supervising principals	26,579
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Total salaries of supervisors.....	\$209,901
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Salaries of principals	\$ 867,102
Salaries of teachers.....	2,601,058
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Total salaries of teachers, including supervisors...	\$3,678,061
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Other expenses of supervision (include board meetings, stenographers and office supplies).....	21,939
Wages of janitors and their helpers.....	68,667
Fuel, water, light, power, janitors' supplies and other expenses of operation.....	88,787
Repairs and replacement of equipment, insurance and other upkeep charges.....	102,341
New buildings and grounds, alterations of old buildings (not repairs)	324,790

New equipment (not replacements).....	\$ 57,189
Teaching supplies (crayons, erasers, tablets, text-books furnished, etc.)	28,153
Other expenses	78,802
Balance on hand.....	120,434
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Total.....	\$4,569,163

**ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS,
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.**

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. o Schoo Taught
	White		Colored		White		Colored		White	Colored	White
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades			
Autauga County Rural Districts	1474	85	1649		888	56	989		117	78	39
Prattville, City of	450		356	6	400		280	4	180	140	1
Totals for County	1924	85	2005	6	1288	56	1279	4	185	122	40
Baldwin County	3716	208	1082		2269	167	638		145	112	85
Barbour County Rural Districts	2938	196	3349		1724	167	2399		139	83	51
Enfauia, City of	365	96	250	40	282	86	156	33	180	180	2
Totals for County	3303	292	3599	40	2006	253	2555	33	145	263	53
Bibb County	4344	167	1336	26	2573	119	768	19	122	121	60
Blount County	5889	31	196		3789	24	112		120	80	86
Bullock County Rural Districts	732	165	4687		525	127	2962		152	74	31
Union Springs, City of	222	66	265	8	189	58	135	8	180	180	1
Totals for County	954	231	4952	8	714	183	3097	8	160	79	32
Butler County Rural Districts	3222	213	3403		1961	162	1721		112	80	76
Greenville, City of	255	75	209		222	67	121		180	180	1
Totals for County	3477	288	3612		2183	229	1842		120	84	77
Calhoun County Rural Districts	4873	111	1059		2433	71	697		127	100	63
Anniston, City of	1442	184	397		1120	156	254		180	180	5
Jacksonville, City of	155	44	87		95	37	30		180	160	1
Piedmont, City of	350	60	120		312	51	66		180	100	2
Totals for Cities	1947	288	604		1627	244	350		180	168	8
Totals for County	6820	399	1663		3960	315	947		149	122	71
Chambers Co. Rural Districts	4065	520	3552	15	3070	347	1916	8	136	90	55
Lanett, City of	1167	100	260		700	80	140		180	180	1
Totals for County	5232	620	3812	15	3770	427	2056	8	144	96	56
Cherokee County	4543	40	354		3541	26	288		101	65	71
Chilton County	4754	100	1003		2982	71	641	1	98	72	72
Choctaw County	2352	170	2779	51	1623	125	1929	34	124	55	58
Clarke County	3289	210	2999	1	2096	136	1741	1	123	71	84
Clay County	5561	197	326		2781	131	177		133	105	72
Cleburne County	2408	10	147		1708	5	82		100	100	65
Coffee County Rural Districts	5790	310	1312		3199	202	743		119	98	78
Enterprise, City of	302		119	8	219		80	5	172	140	1
Totals for County	6092	310	1431	8	3418	202	823	5	122	102	79
Colbert County Rural Districts	2782	93	1674	10	1651	70	902	6	98	81	51
Sheffield, City of	448	81	125		348	60	81		180	180	2
Tusculum, City of	282	67	180	45	215	62	116	38	180	180	1
Totals for Cities	680	148	286	45	563	122	197	38	180	180	3
Totals for County	3462	241	1960	55	2214	192	1099	44	121	89	54
Conecuh County	2889	146	2867	5	1900	99	1780	3	102	89	70
Cook County	2700	93	1064		1683	65	718		109	84	51
Covington Co. Rural Districts	6236	265	810		3243	231	353		117	109	96

ROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of graded schools	No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Libraries	
	White		Colored		White				Colored				White	Colored	White	Colored	White	Colored
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third						
11	9	48	9	22	5	10	25	17	1	1	2	27	21		1489		\$ 582	
8		11	2	3	1	4	6				2	3	1	1	475	6	375	\$ 24
14	9	59	11	25	6	14	31	17	1	1	4	30	22	1	1964	6	1057	
	20	104	6	16	14	18	56	36			4	17	43	1	4968	25	2586	12
36	30	51	17	21	14	12	34	21			4	34	29	2	1924	30	782	20
1	2	9	1	3	7	4			1			3	1		125		300	
37	32	60	18	24	21	16	34	21	1		4	37	30	2	2049	30	1083	20
16	27	73	7	15	15	24	40	21	7		6	9	60	5	5708	617	3190	529
1	58	72	2	5	14	21	55	55			2	5	10		695		385	
47	13	33	16	31	16	9	15	6	1		8	38	21		1964		1127	
1	2	10	1	2	4	7			1		2		1	1	935	200	490	75
48	15	43	17	33	20	16	15	6	2		10	38	22	1	2899	200	1617	75
5		70	16	29	13	18	57	13	1		3	41	13		1085		560	
1	2	8	1	2	5	4	1				2	1	1		800		400	
6	33	78	17	31	18	22	58	18	1		5	42	14		1895		1250	
19	29	55	2	19	14	17	42	21		2	5	14	30	1	2336	24	1205	5
2	4	29	2	5	11	19	3		1		6				700		700	
1	1	4	1	1	1	4					1	1	1		300		350	
1	1	8	1		2	6	1					1	1		100		175	
4	6	41	4	6	14	29	4		1		7	2	2		1100		1225	
23	35	106	6	25	28	46	48	21	1	2	12	18	32	1	3438	24	2430	5
26	24	99	19	33	16	43	50	14	2		10	31	90	1	11513	72	5240	30
1	1	17	1	2	8	10					1	2	1		2000		3000	
27	26	116	11	35	24	53	50	14	2		11	33	91	1	13518	72	9240	30
10	28	57	2	8	7	8	26	44			1	9	30		1987		978	
15	51	50	8	18	6	18	33	44	1		4	19	45	1	3230	70	1524	30
3	26	51	11	26	7	18	34	18		1	4	32	20		1650		662	
53	22	84	18	36	8	24	41	33	1		9	44	38	4	3741	132	1793	74
2	49	65	3	3	10	21	44	39				6	26		2100		1182	
4	23	46	1	3	1	5	35	29			1	5	27		1532		767	
21	40	93	8	19	11	16	56	40			9	17	8		1099		570	
1	1	6	1	2	3		2	2	1			2	2		175		75	
22	41	99	9	20	14	16	68	42	1		9	19	10		1274		645	
21	25	37	4	20	3	12	35	10	1		7	16	23	1	2036	100	870	40
1	2	11	1	2	3	5	5				2	1	2		515		250	
1	1	7	1	5	2	2	4				1	2	1	1	245	166	375	200
2	3	13	2	7	5	7	9				3	3	3	1	860	166	825	200
23	28	55	6	27	8	20	45	10	1		10	19	26	2	2946	265	1495	240
41	18	79	17	29	5	15	45	32	4		4	33	18		1691		910	
22		41	8	18	9	19	39	7	2		9	15	26	1	1835	200	845	100
17	60	71	8	10	5	13	58	55			3	15	30		919		933	

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOL
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of School Taught
	White		Colored		White		Colored		White	Colored	
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades			
Andalusia, City of	425	96	97		315	79	35		180	160	1
Florala, City of	253		71		171		28		180	140	1
Totals for Cities	678	96	168		486	79	63		180	156	2
Totals for County	6914	381	978		3734	310	416		126	115	98
Crenshaw County	4324	205	1178		3009	140	685		105	87	79
Cullman County Rural Districts	8461	97	111		4910	70	57		100	100	112
Cullman, City of	507				399				180		1
Totals for County	8968	97	111		5309	70	57		106	100	114
Dale County Rural Districts	4385	182	937		2652	170	526		124	60	66
Osark, City of	239	80	150		195	65	65		180	120	1
Totals for County	4624	262	1087		2847	235	591		129	67	67
Dallas County Rural Districts	916	130	5948		541	97	4038		160	80	41
Selma, City of	1074	272	784	24	859	289	578	22	170	170	5
Totals for County	1990	402	6732	24	1400	336	4616	22	166	92	46
DeKalb County	8540	179	163		4074	104	108		110	100	108
Elmore County	4138	349	1938	6	2443	219	1242	4	141	85	64
Escambia County Rural Districts	5701	122	915		2958	100	669		107	86	76
Brewton, City of	269	83	150		198	73	106		180	140	1
Totals for County	5970	207	1065		3156	173	775		110	93	77
Etowah County Rural Districts	5181	126	262		2655	98	135		90	80	80
Alabama City, City of	1188				639				180		1
Attalla, City of	402		150		243		85		180	180	1
Gadsden, City of	1728	217	608		1212	161	339		180	180	5
Totals for Cities	3328	217	758		2094	161	404		180	180	7
Totals for County	8459	342	1020		4779	269	539		130	155	87
Fayette County	4309	37	486		2914	20	302		94	79	80
Franklin County Rural Districts	4721	74	141		3281	60	108		75	46	78
Russellville, City of	269		120		222		58		175	75	1
Totals for County	4990	74	261		3503	60	166		81	55	79
Geneva County	5000	500	450	25	3500	300	200	15	92	60	70
Greene County	629	108	3310		519	79	2469		115	70	26
Hale County Rural Districts	1290	67	4143		866	38	2465		120	100	42
Greensboro, City of	182	18	110	2	108	12	53	2	180	120	1
Totals for County	1422	75	4253	2	974	50	2548	2	127	108	43
Henry County Rural Districts	2588	123	1791	24	1731	67	1100	2	113	44	40
Houston County Rural Districts	5945	243	1084		3142	153	545		120	65	68
Dothan, City of	961	253	257		610	198	182		180	170	3
Totals for County	6906	496	1291		3752	351	727		132	92	71
Jackson County Rural Districts	6718	45	679		4533	97	412		91	51	112
Bridgeport, City of	308	4	50		114	2	27		160	80	1
Totals for County	7024	49	729		4647	99	439		93	53	113
Jefferson County Rural Districts	14622	729	7745		8827	473	4456		142	147	134
Bessemer, City of	1354	367	1452		1099	323	1101		180	180	4

DEPARTMENT OF EDUCATION.

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates									Number of Libraries		Number of Volumes		Value of Libraries
		White		Colored		White			Colored										
White	Colored	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	White	Colored	White	Colored	White	
1	1	2	13	1		9	5	1					1	1		600		550	
1	1	2	5		1	4	2	1					1	1		250		150	
2	2	4	18	1	1	13	7	2					2	2		850		700	
98	19	64	89	9	11	18	20	60	56				5	15	32	1769		1633	
79	23	49	81	7	16	10	14	59	47	1			6	16	11	778		447	
113	1	71	94		2	4	11	67	83				1	1	9	487		220	
1		1	8			1	3	5						1		200		70	
114	1	72	102		2	5	14	72	83				1	1	10	687		290	
66	16	39	58	3	14	11	19	39	28				1	16	40	3170		1575	
1	1	2	7	1	1	5	2	2				1	1	1		590		806	
67	17	41	65	4	15	16	21	41	28			1	2	16	41	3670		2375	
41	99	7	49	17	84	6	21	22	7				4	97	27	3630		1787	
5	1	5	32	1	11	16	15	5		2			7	2	8	2300	300	2300	
46	100	12	81	18	95	22	36	27	7	2			11	99	30	5930	300	4087	
103	4	63	92	1	3	9	26	74	47				1	3	11	1211		910	
64	36	32	91	12	25	19	44	48	12	2			4	31	40	5666		2260	
76	14	11	100	8	9	5	17	46	43				2	16	23	1451	11	866	
1	1	1	9	1	1	4	2	4					1	1	1	200		250	
77	15	12	109	9	10	9	19	50	43				3	16	24	1651	11	1116	
80	5	21	77	2	3	5	13	47	33				1	4	23	1298		763	
1	1	1	14			6	7	1											
1	1	1	7	1	1	2	5						1	1	1	75		50	
5	2	6	35	1	5	8	23	2	3				2	4	1	6300		6300	
7	3	7	56	2	6	16	40	3	3				3	5	2	4375		6350	
87	8	28	133	4	9	21	53	50	36				4	9	25	7678		7113	
80	10	53	52	7	9	5	21	44	35				3	11	21	1499		735	
78	5	66	50	1	6	8	17	52	39				4	2	33	2332		998	
1	1	1	6	1		2	2	2	1				1		1	25		8	
79	6	67	56	2	5	10	19	54	40				5	2	34	2357		1006	
70		53	83	8	4	12	20	51	53				4	8					
24	1	1	86	19	37	3	10	19	5	1			4	51	15	1450		908	
42	52	7	49	20	35	4	10	27	15	5			5	45	2	19	10	10	
1	1	1	4	1	2	21	2	1					1	2	1	75		100	
43	53	8	53	21	37	6	12	28	15	5			6	47	3	85	10	110	
39	19	25	43	7	20	1	15	34	18					27	26	1933		680	
63	1	56	44	4	12	8	18	44	30				5	11	23	1808		828	
8	2	6	21	1	4	5	14	7	1				1	4	1	1500		1200	
71	3	62	65	5	16	13	32	51	31				6	15	24	3308		2028	
112	12	63	68	4	8	17	29	50	35				8	4	36	2517		1146	
1	1	1	4		1		1	3	1				1		1	20		10	
113	13	64	72	4	9	17	30	53	36				9	4	37	2537		1156	
134	67	85	286	15	110	61	102	139	69	7	1	47	70	95	6	31311	321	7246	
4	3	4	41		15	17	11	13	3	1		8	6	3	1	590	75	500	

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Birmingham, City of	16259	2691	8244	608	12436	2104	4613	426	180	180	36	2
Totals for Cities	17613	3058	9696	608	13535	2427	5714	426	180	180	42	2
Totals for County	32235	5787	17441	608	22862	2900	10170	426	160	166	176	4
Lamar County	4721	193	772		2817		454		102	66	83	1
Lauderdale Co. Rural Districts	7068	182	1195		5677	154	790		102	60	82	2
Florence, City of	741	181	281		679	99	130		180	180	4	
Totals for County	7804	314	1426		6256	253	920		110	77	86	2
Lawrence County	4279	88	1084		2488		737		99	68	74	2
Lee County Rural Districts	1175	122	3011		803	70	161		140	100	43	4
Opelika, City of	432	138	314	22	342	122	173	18	180	160	2	
Phoenix, City of	490	14	83	2	420	10	22	2	180	160	1	
Totals for Cities	922	152	347		762	132	195	20	170	160	3	
Totals for County	2097	274	3558	24	1565	202	1806	20	153	96	46	4
Limestone County	6403	60	909		3082	41	692		120		69	1
Lowndes County	709	75	8929	9	554	96	2616	7	140	86	35	3
Macon County Rural Districts	769	64	4571		498	51	2687		160	100	30	3
Fuskegee, City of	126	44			110	34			180		1	
Totals for County	895	110	4571		608	85	2687		164	100	31	3
Madison County Rural Districts	6113	241	3099	4	3888	177	1642	2	126	85	72	4
Huntsville, City of	749	206	641	50	476	169	201	61	177	177	2	
Totals for County	6862	449	3640	54	4364	346	1933	63	133	101	74	4
Marengo County Rural Districts	1921	238	3267	4	1394	165	1823	2	116	77	70	3
Demopolis, City of	185	70	340		175	60	280		180	160	1	
Totals for County	2106	308	3607	4	1569	225	2103	2	124	80	71	3
Marion County	6844	96	114		3261	64	62		94	70	91	
Marshall County	8067	313	160		4482	186	116		117	80	85	
Mobile County Rural Districts	4637	199	2998	21	2971	186	1761	16	173	165	62	4
Mobile, City of	4541	870	2024	145	3208	750	1433	118	180	180	10	
Totals for County	9078	1069	5022	166	6179	936	3194	134	177	172	72	5
Monroe County	3075	146	2454	9	1619	94	1707	6	120	60	72	4
Montgomery Co. Rural Districts	1672	162	6348		1124	121	3942		153	83	47	3
Montgomery, City of	2785	702	1802		2254	600	1406		160	180	10	
Totals for County	4457	864	8150		3378	721	5348		173	109	57	10
Morgan County Rural Districts	5568	248	866		3307	146	679		104	92	74	1
Albany, City of	1051	155	181	2	820	126	182	2	180	180	5	
Decatur, City of	407	97	305	33	298	64	221	27	180	180	1	
Totals for Cities	1458	252	486	35	1118	210	353	29	180	180	6	
Totals for County	7026	500	1852	35	4425	366	1032	29	126	124	80	1
Perry County Rural Districts	1496	47	4226	18	933	46	2821	13	136	86	43	5
Marion, City of	227		90		190		32		170	170	1	
Totals for County	1723	47	4316	18	1123	46	2853	13	140	87	44	5
Pickens County	3457	344	2347	52	2305	207	1562	41	106	86	73	4

DEPARTMENT OF EDUCATION.

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Librs
		White		Colored		White				Colored								
White	Colored	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	White	Colored	White	Colored	White
39	20	61	429	16	136	160	106	147	25	15	4	95	11	30	11	12220	1300	9265
42	23	65	470	16	151	177	117	160	28	16	4	103	40	33	12	12720	1375	9766
176	90	150	756	31	261	238	219	299	97	23	5	150	110	128	18	44031	1696	17011
88	3	53	60	7	11	18	12	36	47			1	17	10		712		365
82	19	35	80	1	20	6	7	50	52	1		9	11	34		2715		1705
4	1	2	18	1	2	9	6	3	2		1	1	1	3	1	390	20	325
86	20	37	98	2	22	15	18	68	64	1	1	10	12	37	1	3165	20	2039
17	2	37	70	5	18	7	28	50	22	1		1	21	14		942		416
40	9	1	55	3	40	3	12	30	11	4		7	32	32		2865		1246
2	2	2	13	1	5	8	4	2	1			1	5	1	1	400	70	500
1	1	1	10	1	1	1	2	8					1					
3	3	3	23	2	5	9	6	10	1			1	6	1	1	400	70	500
48	12	4	78	5	45	12	18	40	12	4		8	38	33	1	3265	70	1746
69		27	77		11	13	22	41	28				11	17		872		610
35	56	11	89	28	38	13	14	15	8	2		7	57	19	2	1321	275	811
30	53	2	37	7	59	9	15	13	2	4		9	63	16	8	1417	363	839
1		1	6			8	3	1						1		1600		1400
31	63	3	43	7	69	12	18	14	2	4		9	68	17	8	3017	363	2239
71	34	42	75	12	32	18	30	54	16	1		8	35	82		4940		2145
2	2	4	17	2	11	10	7	3			2	2	8	2	1	1500	500	2000
72	36	46	92	14	43	28	37	57	16	1	3	10	48	84	1	6440	500	4145
69	26	17	80	14	27	16	27	48	11		1	7	38	27		2471		1236
1	1	1	7	1	5	4	3	1		1		2	3	1	1	975	12	1125
70	26	18	87	15	32	20	30	44	11	1	1	9	36	28	1	3446	12	2360
54		70	60	3	3	11	20	55	44			1	5	11		705		358
85	2	73	62	1	1	18	21	50	46					49		4698		2336
62	48	14	111	7	64	6	24	77	39		1	28	47	3	9	5170	819	1912
10	1	12	154	4	39	31	39	61		4	1	26		10	3	5094	546	1900
72	62	26	286	11	102	37	63	138	39	4	2	49	47	48	12	10264	1865	3812
72	48	15	84	15	28	12	9	44	34			1	42	28	1	1910	20	845
47	59	12	61	13	87	27	17	24	5	5			87	35	2	3855	36	1912
10	4	7	81	3	32	50	24	4	1	6		27	2	10	1	5791	125	3509
57	63	19	142	16	119	77	41	28	6	11		35	89	48	3	9646	161	1111
74	15	43	76	6	13	11	18	58	37	2		4	13	12		798		111
5	1	3	25	1	2	6	7	13	2			2	1	1	1	140	13	360
1	1	2	10	1	5	4	3	3	1			2	3	1		250		200
6	2	5	25	2	7	10	10	16	3			4	4	2	1	1010	13	540
80	17	48	111	8	20	21	28	69	40	2		8	17	14	1	1803	13	1053
43	53	3	51	18	39	9	14	20	16	4	1	11	41	29	1	1040	25	1210
1	1	1	4	1		2	2		1	1				1		100		50
44	54	9	55	19	39	11	16	20	17	5	1	11	41	30	1	3150	25	1260
73	40	24		15	29	11	25	42	44			5	39	52	4	3088	1925	1925

ENROLLMENT, ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS
TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

NAME OF COUNTY AND CITY	Enrollment				Average Attendance				Length of Term		No. of Schools Taught	
	White		Colored		White		Colored		White	Colored	White	Colored
	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades	In elementary and gram- mar grades	In high school grades				
Wilke County Rural Districts	2456	214	2138	2	1939	85	1238	4	113	62	68	41
Way, City of	473	72	610		383	63	278		180	180	1	1
Totals for County	4129	286	2748	2	2322	148	1511	4	123	76	69	42
Zandolph County Rural Districts	5046	440	1138	10	2788	184	696	6	100	73	72	21
Zanoke, City of	601	122	129		315	98	86		180	140	3	1
Totals for County	5647	562	1267	10	3103	282	782	6	110	80	75	22
Zussell County Rural Districts	655	118	3212	25	526	105	2397	20	143	61	26	34
Zward, City of	416	31	159	20	290	26	128	16	176	176	2	1
Totals for County	1071	149	3371	45	816	131	2525	36	154	62	28	35
Zelby County	5251	179	1016	1	3298	127	706	1	111	93	81	21
Z. Clair County	5371	346	616		3043	268	401		118	80	79	16
Zunter County	1170	231	3176	22	800	84	2047	13	148	78	33	31
Zalladega Co'ty Rural Districts	4291	180	3654		2100	112	1967		149	101	59	54
Zylacauga, City of	299				204				180		1	
Zalladega, City of	634	99	289		445	80	122		180	145	2	1
Totals for Cities	933	99	289		649	80	122		180	145	3	1
Totals for County	6224	279	3943		2749	192	2089		153	103	62	55
Zallapoosa Co'ty Rural Districts	4613	476	2553	4	2903	389	1865	2	111	85	79	51
Zexander City, City of	257	88	80	4	200	75	45	3	130	180	1	1
Totals for County	4870	564	2633	8	3103	464	1910	5	116	87	80	52
Zucaloosa Co'ty Rural Districts	6654	269	2868	12	3886	194	1650	12	102	90	112	47
Zucaloosa, City of	1259	280	541	32	867	226	355	19	180	180	6	1
Totals for County	7913	549	3409	44	4753	420	2005	31	118	107	118	48
Zalker County Rural Districts	8809	321	1438	36	6329	239	959	25	97	131	100	13
Zasper, City of	624		118	1	337		64		130	180	1	1
Totals for County	9333	321	1556	37	6666	239	1023	25	102	134	101	14
Zashington County	2170	92	914		1423	87	553		103	88	60	16
Zilcox County	1324	251	2021	11	902	131	1246	7	54	27	54	27
Zinston County	2894	111			1562	31			84		57	
Total Districts	280688	12701	132922	403	169931	8735	82390	270	119	89	4675	1964
Totals for Cities	46861	7977	22369	1045	34835	6533	13932	792	178	174	133	71
Grand Total	327549	20678	155291	1448	204766	15268	96322	1062	130	104	4713	2045

The apparent discrepancy between the "number of teachers holding certificates" and the "number of teachers employed" is accounted for by the fact that some few teachers are not required to hold certificates when teaching only certain subjects upon which examinations are not held: viz., German, French, Manual Training, etc., and that under the law Mobile county teachers are not required to hold State certificates.

DEPARTMENT OF EDUCATION.

ENROLLMENT ATTENDANCE, LENGTH OF TERM, SCHOOLS TAUGHT, GRADED SCHOOLS, TEACHERS, GRADES OF CERTIFICATES, LIBRARIES.—Continued.

No. of Graded Schools		No. of Teachers				Grades of Certificates								Number of Libraries		Number of Volumes		Value of Librs
White	Colored	White Male	White Female	Colored Male	Colored Female	White Life	White First	White Second	White Third	Colored Life	Colored First	Colored Second	Colored Third	White	Colored	White	Colored	White
66	40	25	54	8	37	7	18	34	21	3	—	2	40	27	2	1885	195	908
2	2	4	17	2	11	9	7	3	—	3	2	8	—	2	1	1600	500	2000
68	42	30	71	10	48	11	25	37	21	5	2	10	40	29	3	2285	595	2908
70	5	51	72	5	5	3	—	48	56	—	—	2	8	71	—	7272	—	2160
3	1	3	10	1	1	2	5	3	3	1	—	1	—	1	—	715	—	1260
73	6	54	82	6	6	5	21	51	59	1	—	3	8	72	—	7987	—	3420
26	36	5	29	9	31	10	14	10	1	1	—	1	38	19	—	1644	—	582
2	1	3	8	1	0	—	3	3	—	2	1	1	—	1	—	150	—	155
28	37	9	37	10	34	10	17	18	1	3	1	2	38	20	—	1794	—	1037
81	22	49	74	11	12	10	18	58	37	3	2	9	9	24	2	1708	33	855
79	16	33	68	4	14	13	13	47	48	—	—	1	17	46	—	4408	—	2432
33	35	11	49	19	20	10	19	18	13	1	—	3	35	12	1	1375	50	917
51	40	20	69	5	42	9	17	33	30	—	—	6	48	27	—	1747	—	924
1	—	1	5	—	—	2	1	2	1	—	—	—	—	—	—	—	—	—
2	2	2	—	1	2	15	2	1	—	—	—	—	—	—	—	—	—	—
3	2	3	23	1	2	17	3	3	1	—	—	—	—	—	—	—	—	—
54	42	23	92	6	—	36	20	36	31	—	—	6	51	27	—	1747	—	924
79	51	34	81	11	41	5	29	45	23	1	—	9	42	47	—	2659	—	1760
1	1	1	9	1	—	5	1	4	—	1	—	—	—	1	—	500	—	275
80	52	35	90	12	41	10	40	52	23	2	—	9	42	48	—	3159	—	2035
112	47	33	137	10	33	25	30	68	47	4	—	9	35	63	1	6725	20	3100
6	2	2	35	3	11	15	14	6	1	2	—	7	5	5	1	3510	51	1773
118	—	35	172	13	49	40	44	74	48	6	—	16	40	93	2	10235	71	4876
100	13	65	131	13	21	18	45	74	59	1	3	13	12	47	1	3277	700	1828
1	1	1	10	1	1	2	2	6	1	—	—	1	1	1	—	250	—	150
101	19	66	141	14	22	20	47	90	60	1	3	19	13	48	1	3527	700	1976
40	15	15	68	9	7	2	10	43	26	1	—	3	12	5	—	197	—	106
44	22	15	56	15	33	13	8	30	21	1	—	24	23	14	—	2193	—	1770
33	—	33	34	—	—	3	7	34	28	—	—	—	—	3	—	476	—	185
4405	1661	2197	4781	579	1604	718	1313	2919	2025	77	13	388	1707	1978	61	191245	6073	\$ 58744
135	78	162	1211	62	327	466	406	345	50	43	10	220	95	100	27	54020	3409	\$ 43523
4548	1629	2359	5992	641	1931	118	1724	3264	2075	120	23	606	1802	—	88	245265	9482	\$130272

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses								Value of School- houses and Sites White		
	White	Colored	State	County	White		Colored						
					District	Private Owners	Cities	State	County	District		Private Owners	Cities
Autauga County Rural Districts	45	6	19		7	18		1		6	24		\$ 23096
Attaville, City of	11	3					1					1	15000
Totals for County	56	9	19		7	18	1	1		6	24	1	38096
Baldwin County	78	7	44		16	25		2		3	14		66200
Barbour County Rural Districts	40	11	22		33	6		1		14	22		42665
Bayou La Poudre, City of							2					1	25000
Totals for County	40	11	22		33	6	2	1		14	22	1	67665
Bibb County	60	10	27		21	12				1	14		75945
Blount County			30		50	6				1	5		50550
Bollock County Rural Districts	21	9	9		4	18		2		4	41		20335
Boonville, City of	5						1					1	40000
Totals for County	26	9	9		4	18	1	2		4	41	1	60335
Bulter County Rural Districts	25		35	1	9	31					45		62920
Greenville, City of	5						1					1	14000
Totals for County	30		35	1	9	31	1				45	1	76920
Calhoun County Rural Districts	87	20	42		14	7				1	18		55685
Caniston, City of	33	7					5					1	79000
Chickasaw, City of	4						1						14000
Chickmont, City of	2						2					1	30000
Totals for Cities	39	7					8					2	122000
Totals for County	126	27	42		14	7	8			1	18	2	177685
Chambers County Rural Districts	90	13	31		18	6		5		28	1		104600
Chattanooga, City of	4						1						52000
Totals for County	94	13	31		18	6	1	5		28	1		156600
Cherokee County	56	8	28	1	31	11					10		48625
Chilton County	101	10	28		42	2				16	8		45295
Choctaw County	36		39		7	12				28	16		35745
Clarke County	65	28	29	4	38	13		9		13	26		51705
Clay County	63		45		27					5	1		89100
Clayborne County	52		30		26	9					4		41825
Coffee County Rural Districts	50	9	39	1	29	4		3		4	16		77270
Enterprise, City of							1					1	2000
Totals for County	50	9	39	1	29	4	1	3		4	16	1	79270
Columbia County Rural Districts	87	11	23		16	12		1		11	9		43050
Cheffield, City of	13	3					2					1	28000
Cuscumbria, City of												6	22000
Totals for Cities	13	3					2					7	50000
Totals for County	50	14	23		16	12	2	1		11	9	7	93050
Conecuh County	45	38	23		35	7		5		13	18		41400
Cook County	70	14	29			22		1		1	20		40925

DEPARTMENT OF EDUCATION.

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE
EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED
BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School- houses and Sites— Colored.	Value of Equipment		S'h'l'houses supt'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No. V by Con Supts. Assists
	White.	Colored	White	Colored	White		Colored		White	Colored	White	Colored	White
					Male	Female	Male	Female					
\$ 5350	\$ 3400	\$ 416	26	3	\$ 306	\$ 289	\$ 107	\$ 98	\$ 16628	\$ 3119	\$ 235		31
1800	1600	75	1	3	532	80	160	5850	540	250			
7150	4900	491	26	3	806	334	102	105	22476	3759	485		31
2900	9816	174	58	1	448	311	184	149	41358	3314	1630		123
2500	3757	366	25	1	413	333	113	109	29372	4210	1475		62
2500	2000	500	2	1	1350	530	405	180	7470	945			
6090	5757	866	27	1	472	362	129	118	37842	5155	1475		62
4150	9745	1555	50	7	442	334	328	242	59974	5919	927	66	121
	8871		32		296	180	80	80	29565	560			85
11815	3180	861	29	3	715	397	109	97	22397	4442	133	43	97
5000	2791	673	1	1	1550	608	315	236	9180	787	11	71	
16815	5971	1435	30	4	826	445	121	95	31577	5229	144	114	97
3770	3000	1000	40		375	269	102	78	30436	4003	500		
2700	1600	250	1	1	1220	517	350	180	5680	720			
11470	9500	1250	41	1	426	294	123	85	37066	4723	500		
6175	6783	460	51	1	396	302	320	131	30726	3127	388		99
10000	10000	5000	5	2	1099	508	461	236	19132	2102	400		
			1	1	978	484	180	120	2913	300	350		
1000	2200	100	2	1	1500	484	100		5370	100	250	26	
11000	12200	5100	8	4	1146	501	301	217	27415	2502	1000	26	
17175	18983	5560	59	5	514	379	307	151	58141	5629	1388	26	99
16150	24780	3300	55	3	562	348	215	180	47739	7100	800	86	91
1000	4000	400	1	1	1500	457	400	135	9270	670			
17150	28780	3700	56	4	599	362	232	149	57009	7770	800	86	91
1500	6125	280	34		300	230	104	83	21512	863			79
6015	5080	450	35	1	332	290	173	96	31443	2775	633		128
15470	4810	1230	32	2	340	294	93	99	23817	3335	646		14
10840	5116	778	45	2	477	310	112	81	36542	4952	106		67
1800	9035	120	49		351	325	117	123	38338	720	35		70
	5205		14		276	250	320	71	18399	533	60		20
7855	3543	581	41	2	305	221	160	120	32772	3437	345	229	120
1000	800	300	1	1	1200	533	350	193	4895	735			
8855	9343	881	42	3	327	240	170	127	37167	4172	345	229	120
4000	5567	570	26	2	249	281	100	103	16616	2460	307	162	37
1500	1200	300	2	1	945	502	324	203	7407	729			
5000	2000	550	1	1	1125	476	675	162	4455	1485			
6500	3200	850	3	2	1005	492	500	173	11862	2214			
12500	8767	1420	29	4	330	349	233	121	28488	4674	307	162	37
11350	5640	1355	40	5	266	247	166	124	24333	6413			74
8160	8235	380			319	270	212	106	21591	3640	21		99

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses								Value of School- houses and Sites— White			
	White	Colored	State	White				Colored						
				County	District	Private Owners	Cities	State	County	District		Private Owners	Cities	
Livingston County Rural Districts	28	3	38	4	33	21					7	10		62210
Andalusia, City of							1							70000
Normal, City of	7	1					1							22500
Totals for Cities	7	1					2							92500
Totals for County	35	4	38	4	33	21	2				7	10		164710
Marengo County	109	1	25		44	10					19	4		48670
Madison County Rural Districts	97	2	43		70						1			84250
Madison, City of	3						1							20000
Totals for County	100	2	43		70		1				1			104250
Marshall County Rural Districts	29	3	34		27	5						16		55970
Marshall, City of	6						1							2000
Totals for County	34	3	34		27	5	1					16		57970
Marshall County Rural Districts	25	9	7		15	19		2			1	98		23414
Marshall, City of							5						1	147000
Totals for County	25	9	7		15	19	5	2			1	98	1	170414
McKalb County	52		46		47	10		1			3			105900
Monroe County	70	3	45		18	1					18	23		118247
Monroe County Rural Districts	86	6	39	6	25	6		1			9	4		42220
Monroe, City of	3						1						1	30000
Totals for County	89	6	39	6	25	6	1	1			9	4	1	72220
Montgomery County Rural Districts			35			45						5		22050
Montgomery, City of	10						1							25000
Monticello, City of	7						1							19000
Monticello, City of	41						5						1	110000
Totals for Cities	58						7						1	154000
Totals for County	58		35			45	7					5	1	176050
Morgan County	88	3	21		54	5		1			12	2		23910
Franklin County Rural Districts	52		44		5	29		1				4		38450
Franklinville, City of	5	2					1						1	7000
Totals for County	57	2	44		5	29	1	1				4	1	45450
Geneva County	10		39		28	5					4	8		70000
Greene County	33	9	1	1	19	4			2		22	37		22150
Greene County Rural Districts	6	2	18		5	19		8			1	43		18023
Greeneboro, City of	5	1					1							16500
Totals for County	11	3	18		5	19	1	8			1	43		34523
Henry County Rural Districts	39	6	23	4	8	5		1			16	9		29906
Houston County Rural Districts	50	2	28		27	13		1			9	6		51020
Houston, City of	4						2						1	150000
Totals for County	54	2	28		27	13	3	1			9	6	1	201020
Jackson County Rural Districts	181	12	48		25	39						12		81676
Bridgeport, City of	4						1						1	5500
Totals for County	185	12	48		25	39	1					12	1	87176

DEPARTMENT OF EDUCATION.

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ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE (EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of School- houses and Sites— Colored.	Value of Equipment		S'h'houses supl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No. Visi by Coun Supts. as Assistan	
	White.	Colored.	White.	Colored.	White		Colored		White.	Colored.	White.	Colored.	White.	Colored.
					Male	Female	Male	Female						
3515	7308	538	39	2	322	256	132	102	37496	2074	561		20	
	3750		1	1	1250	560	320		9790	320	400			
	2500		1	1	770	488		175	8880	176				
	6250		2	2	1010	685	320	175	13670	495	400			
3515	18558	538	41	4		812	163	109	51166	2669	961		20	
6210	5585	490	22	2	265	222	78	69	31921	1620	234		190	
400	9090	50	56		250	227		145	38797	290	10000		20	
	1200		1		1125	480			4963		57			
400	10290	50	57		262			145	43760	290	10057		20	
2750	7230	400	52	2	376	280	195	135	28928	2169	614		194	
	800		1	1	1200	508	300	120	5955	420	175			
2750	8030	400	53	3	416	298	221	114	34883		689		194	
1300	8235	100	26		674	428	80	80	25736	3120	634		115	
14000	12000	2000	5	1	1550	690	900	346	29819	4702	3000	300		
15300	15235	2100	31	1	1089	632	126	111	55555	12822	3634	300	115	
700	14703	35	39	1	341	253	210	100	45199	510	336			
10350	16400	1460	58	1	478	303	129	112	42880	4347	1290	13	208	
1072	5934	694	40	1	354	277	198	122	31610	2632	558	7	115	
1750	1000	20	1	1	1500	537	341	162	6333	603	15			
2822	6934	714	41	2	449	299	214	126	37943	3186	573	7	115	
	4512	55	49		241	217	140	113	21788	620	413	5		
	1500		1		1500	435			7592					
3500	1000	100	1	1		514	382	225	3600	607				
6000	8265	300	5	2	1035	519	472	243	24390	1633	250			
9500	10765	400	7	3	1101	498	429	240	35582	2206	250			
9500	15277	455	56	3	456	335	283	198	57370	2915	668	5		
1710	4677	586	37	1	242	237	110	96	25169	1634	201		75	
900	4380	150	22	1	212	187	90	86	23357	522			26	
500	700	25	1	1	875	431	225		3458	225	40			
1400	5080	176	23	2	222	213	153	86	26815	747	40		26	
	5000		28		315	237	105		36364	1132	140		30	
3375	3345	275	15	1	1500	347	102	87	13990	5142	670	400	69	
3450	1722	560	357	53	421	367	121	117	20930	6515	20		32	
2500	1250	225	1	1	1425	540	300	130	3585	660	80	4		
10950	2972	786	54	54	547	380	130	120	24515	7175	100	4	32	
4015	5175	637	23	1	325	262	109	70	19408	2162				
4850	5367	489	27		362	213	94	96	20666	1527	296		37	
2500	15000	400	3	2	899	593	610	210	17865	1350	75			
7350	20367	889	30	2	414	336	177	124	47521	2877	271		37	
2000	9601		42		302	271	87	64	37466	864	6291		52	
1000	1000	300	1	1	1200	300		140	2400	180	400			
3000	10601	300	43	1	316	273	87	75	39866	1024			62	

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS. Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										White
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Jefferson County Rural Districts	344	79	43	7	36	48		2	1	3	61		2
Bessemer, City of	8	7					4					3	1
Birmingham, City of	490	152					33					12	13
Totals for Cities	498	159					37					15	15
Totals for County	842	238	43	7	36	48	37	2	1	3	61	15	17
Lamar County	90	3	41		30	12					18		
Lauderdale County Rural Districts	82	12	49		20	13		2			18		
Florence, City of							3					1	
Totals for County	82	12	49		20	13	3	2			18	1	1
Lawrence County			34		31	9				3	20		
Lee County Rural Districts	43		20	3	20			12		9	19		
Opelika, City of	8	1					1						
Phoenix, City of	11						1						
Totals for Cities	19	1					2						
Totals for County	62	1	20	3	20		2	12		9	19		
Limestone County	75		50		19						11		
Lowndes County	47	42	12		10	13		12		6	33		
Macon County Rural Districts	25		19		6			9		44			
Tuskegee, City of							1						
Totals for County	25		19		6		1	9		44			
Madison County Rural Districts	107	32	28	3	22	19		4		12	26		
Huntsville, City of							1						
Totals for County	107	32	28	3	22	19	1	4		12	26		1
Marengo County Rural Districts	27		34		18	18		1		2	35		
Demopolis, City of		5					1						
Totals for County	27	5	34		18	18	1	1		2	35		
Marion County	95		43	1	29	18				3	3		
Marshall County	70		42		16	28					2		
Mobile County Rural Districts	146	71		49		13			12		36		
Mobile, City of	80	20					10					3	4
Totals for County	226	91		49		13	10		12		36	3	4
Monroe County	18	5	32		26	14		1	1	16	25		
Montgomery County Rural Districts	67	75	17		15	16		6		20	69		
Montgomery, City of							9					3	3
Totals for County	67	75	17		15	16	9	6		20	69	3	4
Morgan County Rural Districts	117	20	26		40	8				15			
Albany, City of	27						5					1	
Decatur, City of	12	4					1					1	
Totals for Cities	39	4					6					2	
Totals for County	156	24	26		40	8	6			15		2	1
Perry County Rural Districts			14		13	16		7			46		
Marion, City of	3						2						
Totals for County	3		14		13	16	2	7			46		

MA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of Equipment		S'h'lhouses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No. Visits by County Supts. and Assistants	
White	Colored	White	Colored	White Male	White Female	Colored Male	Colored Female	White	Colored	White	Colored	White	Colored
44621	11896	126	52	667	409	328	268	173728	34410	3618	291	711	357
14250	1500	4	8	1240	568	—	287	27616	4200	200	125	—	—
94425	11875	38	20	1408	662	653	371	869717	80478	15000	—	—	—
108675	13875	42	23	1393	653	653	360	897338	64778	16200	125	—	—
158296	24771	168	76	981	561	496	321	571066	99188	18818	416	711	357
5454	—	34	—	246	232	79	94	26963	1593	317	—	99	11
13325	925	50	—	292	268	495	108	31965	2568	4016	—	138	3
2500	225	4	1	1053	484	360	225	10882	810	50	5	—	—
15825	1150	54	1	333	309	428	114	42847	3368	4066	6	138	3
4592	170	41	—	275	220	91	86	25603	2010	—	—	76	12
3450	1615	34	8	525	378	108	108	21335	4644	866	—	46	10
1250	175	2	2	1625	613	440	224	11215	1660	50	15	—	—
2000	125	1	1	1000	440	360	—	6400	360	300	16	—	—
3250	300	3	3	1417	538	400	224	16615	1920	260	31	—	—
6700	1915	37	11	1294	425	225	121	37850	6664	1016	31	46	10
9055	—	56	—	361	268	—	40	28322	440	—	—	176	—
1828	1022	25	3	531	416	120	108	22059	7470	707	124	30	94
1835	2818	27	—	688	431	122	119	17847	7875	100	95	76	81
3000	—	1	—	1200	600	—	—	4800	—	145	—	—	—
4835	2818	28	—	865	455	122	119	22147	7875	245	95	76	81
10511	540	54	—	453	334	114	114	44061	6016	501	13	217	33
15000	5000	2	2	1166	577	394	202	14565	3014	500	200	—	—
25511	6540	66	2	515	380	154	136	58626	8030	1001	213	217	33
5495	170	47	2	440	334	98	75	34186	3315	189	—	9	—
2500	500	1	1	1500	630	600	240	5910	2520	50	—	—	—
7995	670	48	3	499	358	127	123	40096	5835	239	—	9	—
6155	45	14	—	250	207	106	69	29619	525	300	—	53	—
1162	—	57	—	341	239	80	80	39706	160	755	—	111	—
9130	946	56	11	602	448	295	204	67570	15121	—	—	124	96
41300	3500	10	4	1177	563	492	301	100828	18406	—	—	—	—
50430	4446	66	15	868	610	367	240	168398	28527	—	—	124	96
5883	256	47	1	350	282	100	90	28907	4020	783	59	79	30
5732	1089	32	5	732	477	107	104	37892	10440	1043	116	116	129
40590	3645	10	4	1703	704	875	320	58958	12236	300	—	—	—
46322	4734	42	9	1090	607	214	162	106850	13726	1343	116	116	129
6110	630	30	1	299	214	198	89	29121	2341	564	467	131	4
8000	100	5	1	1188	528	427	247	16755	921	200	10	—	—
2000	500	1	1	1110	559	540	270	7810	1390	—	—	—	—
5000	600	6	2	1154	537	484	263	24565	2811	200	10	—	—
11110	1230	36	2	388	316	270	160	53686	6152	784	477	131	4
2996	750	30	8	542	365	117	111	22463	6435	702	164	—	—
650	50	1	1	1500	490	360	—	3460	360	—	—	—	—
3646	800	31	9	648	365	130	111	25923	6796	702	164	—	—

ALABAMA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

NAME OF COUNTY AND CITY	Teachers Studying Books A.T.R.C.		Number of Schoolhouses										Value of School- houses and Sites— White.
	White	Colored	White					Colored					
			State	County	District	Private Owners	Cities	State	County	District	Private Owners	Cities	
Pickens County	63	11	32		26	15		4		30	6		8241
Pike County Rural Districts	52	7	28	1	37	2				36	7		4623
Troy, City of							2					1	7500
Totals for County	52	7	28	1	37	2	2			36	7	1	12323
Randolph County Rural Districts	35		44	1	27			8		22			5333
Roanoke, City of	13						2					1	5500
Totals for County	38		44	1	27		2	8		22		1	10833
Russell County Rural Districts	32	7	21		5			20		16			4164
Girard, City of	1						2					1	2304
Totals for County	33	7	21		5		2	20		16		1	6464
Shelby County	107	15	27		34	20				10	12		5454
St. Clair County	77	6	30	3	30	16				4	12		8833
Sumter County	56	3	14		12	7		4		8	27		3033
Talladega County Rural Districts	61	8	25	5	17	12		2	1	35	15		5081
Eylacauga, City of	1						1						204
Talladega, City of	18						2					1	4000
Totals for Cities	19						3					1	4204
Totals for County	80	8	25	5	17	12	3	2	1	35	15	1	9285
Tallapoosa County Rural Districts	48	5	36		30	13				24	27		8527
Alexander City, City of	10						1					1	2000
Totals for County	58	5	36		30	13	1			24	27	1	10527
Tuscaloosa County Rural Districts	118	11	38		64	15				29	18		7453
Tuscaloosa, City of							5					1	10370
Totals for County	118	11	38		64	15	5			29	18	1	17823
Walker County Rural Districts	172	2	37	1	48	14				6	12		7970
Jasper, City of							1						3000
Totals for County	172	2	37	1	48	14	1			6	12		10970
Washington County	37	2	28		4	28		1		1	14		1707
Wilcox County	11	2	10	3	19	22		2		11	14		3821
Winston County	23		25		16	16							4861
Rural Districts	4176	672	2005	99	1590	881		138	17	631	1178		\$376511
Totals for Cities	858	206				10	128				28		\$384471
Grand Total	5029	878	2005	99	1590	891	128	138	17	631	1206	50	\$760981

DEPARTMENT OF EDUCATION.

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MA TEACHERS' READING CIRCLE, SCHOOLHOUSES, OWNERSHIP, VALUE, VALUE OF EQUIPMENT, PATENT DESKS, AVERAGE SALARIES, TOTAL SALARIES, EXPENDED BY S. I. A., VISITS BY SUPERINTENDENTS.—Continued.

Value of Equipment		S'h'houses suppl'd with Pat. Desks		Average Yearly Salary				Total Salaries Paid Teachers		Amount Spent by A. S. I. A.		No Visits by Count Supts. and Assistant	
White	Colored	White	Colored	White Male	White Female	Colored Male	Colored Female	White	Colored	White	Colored	White	Colored
9145	1719	51	3	402	225	188	98	31896	4905	491		89	
7958	735	52		337	312	81	74	25620	3386	981	75	28	
4500	250	1	2	1305	492		281	10476	1125				
12466	985	53	2	379	348	81	80	36096	4511	981	75	28	
9795	785	41	1	276	250	106	92	32108	990	525		114	
1690	200	8	1	1071	509	270	180	3305	450				
11595	985	44	2	292	301	133	107	40413	1440	525		114	
4365	2225	26	13	804	436	86	90	17475	3564	431	831	35	
3800	300	2	1	858	434	484	284	6054	1185	72			
8165	2525	28	14	822	436	126	103	23529	4750	504	831	35	
7613	110	52	3	362	301	128	102	40045	2626	540		57	
11302	200	45		425	302	45	48	40590	849	2324		98	
4375	1102	23	4	570	450	101	80	28445	3527	945		49	
6432	640	47	3	494	365	214	142	35054	3001	407		91	
300		1		1350	540			4050					
3000	150	2	2	1507	579	195	200	13482	595	500			
3800	150	3	2	1452	571	195	200	17482	595	500			
9732	790	50	5	619	416	211	200	32536	3596	907	132	91	
9195	766	45	7	384	298	164	128	37178	7052	316	58	120	
5000	500	1	1	1400	495	405		5955	465				
14195	1286	45	5	413	317	184	128	43023	7457	316	58	120	
12306	1302	36	7	309	272	172	132	47442	6735	1048		120	
8600	500	8	2	1800	580	332	260	23335	4004	245			
21506	1802	92	9	394	333	220	161	71327	10740		37	120	
12300	2275	55	3	357	279	245	212	59690	7659		16	125	
2500	10	1	1	1800	450	410	250	6807	860		110		
14800	2285	56	4	378	291	257	214	65997	8298	2503	126	133	
3655	150	22	1	289	212	100	100	78169	1600				
4298	396	31		511	420	77	70	33289	3462			2	
3969		14		297	276			20695		172		50	
6427112	\$ 56171	2976	231	\$ 367	\$ 304	\$ 135	\$ 119	\$2213632	\$ 269517	\$ 55499	\$ 3644	5822	17
3327221	\$ 40475		78	\$1348	\$ 595	\$ 470	\$ 309	\$ 931972	\$ 130353	\$ 23366	\$ 382		
3324483	\$ 95646	3114	309	\$ 431	\$ 363	\$ 167	\$ 152	\$3145604	\$ 399970	\$ 78865	\$ 4436	5822	17

RECEIPTS

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county tax)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of schoolhouses	From all other sources	Total
Autauga Co. Rural Dist.	\$ 435	\$ 19930	\$ 500	\$	\$	\$ 150	\$ 813	\$ 642	\$ 390	\$ 2191
Prattville, City of	435	4900	500			2042			89	781
Totals for County	435	24780	500			2192	813	642	429	2974
Baldwin County	2796	46818	210			742	2162	1811	2251	5672
Barbour Co. Rural Dist.	195	31354	127			2871	815	2807	12948	5111
Eufaula, City of	50	5125	2250			1530				901
Totals for County	245	36479	2377			4501	815	2807	12948	6012
Bibb County	1522	30948	384			4209	14922	971	2345	5531
Blount County	477	32261				1644	1306	1310		3691
Bullock Co. Rural Dist.	239	28568	715			768	554	100	704	3184
Union Springs, City of		6500	4187						796	1141
Totals for County	239	35068	4902			768	554	100	1499	4325
Butler Co. Rural Dist.	37	37150					1000	700		3837
Greenville, City of	464	5400				2164				801
Totals for County	501	42550				2164	1000	700		4638
Calhoun Co. Rural Dist.	466	34963				1883	1205	2516	2078	4261
Anniston, City of	6525	18302	7600			5337				3774
Jacksonville, City of		2857				700				851
Piedmont, City of		4100	2000	20000	1000	960			1946	3001
Totals for Cities	6525	25259	9600	20000	1000	6997			1946	7131
Totals for County	6991	60222	9600	20000	1000	8380	1205	2516	4024	11391
Chambers Co. Rural Dist.	25	40157	3130		105	4853	7239	2498	6625	6461
Lanett, City of		5665	1757						15633	2301
Totals for County	25	45822	4887		105	4853	7239	2498	22268	8762
Cherokee County	524	21127				987	1963	1067	158	2581
Chilton County	157	31482	1150			132	4155	1172	1061	3921
Choctaw County	1222	26232				243	1842	1232	1097	3184
Clarke County	236	39486	240			3015	2723	1605	1861	4910
Clay County	265	28088	1000		500	3992	3340	2000	2449	4661
Cleburne County	140	18298	50			1755	168	678	514	2160
Coffee Co. Rural Dist.	140	33815	345			2229	2473	1963	1654	4261
Enterprise, City of		3300				2168			626	894
Totals for County	140	37115	345			4397	2473	1963	2279	4871
Colbert Co. Rural Dist.	309	20232	870	8500	215	371	403	5787	6632	4311
Sheffield, City of	573	3800	2491			2244			126	923
Tusculum, City of		3250	1200						11900	1631
Totals for Cities	573	7050	3691			2244			12026	2558
Totals for County	882	27282	4361	8500	215	2615	403	5787	18658	6870
Conecuh County	65	28125	392			1598	2211	1550	2289	3623
Coosa County	171	22162				83	3934	600	685	2761

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (includes general fund, poll tax, bonus, and county tax)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insurance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of schoolhouses	From all other sources	Total
a Co. Rural Dis.	716	34256	1162			3195	3802	844	2975	46960
a, City of		4558	2144			4910				11612
City of		1968				1541			1013	4523
or Cities		5526	2144			6451			1013	16184
or County	716	40782	3306			9646	3802	844	3988	63084
r County	1155	28140	808		4146	2183			1991	39413
Co. Rural Dis.	182	88858				1501	3223	14466	698	69083
City of	889	2000		3432		455				6876
or County	871	40858		3432		1956	3223	14466	698	65509
nty Rural Dis.		27626				3589	1957	100	1147	34419
City of	380	2825	450			3650				7205
or County	380	30451	450			7139	1957	100	1147	41624
n. Rural Dis.	2012	36369				555	280		156	39672
City of	1200	17000		17680		7372			2669	45921
or County	3212	53369		17680		8217	280		2825	55593
County	567	34624				1560	13329	26245	1189	76514
County		37051	386				11820	10450	5450	66157
a Co. Rural Dist.	168	38878	129			1054	1537	450	399	42615
City of		5400	727			2007			17	8151
or County	168	44278	856			3061	1537	450	416	50766
Co. Rural Dis.	860	24704				260	462	726	112	27124
City, City of	1275	5080	4500							10855
City of	2180	2625	1800	500		1642			12	8109
City of	791	10085	9629	13319		2111			9	35944
or Cities	4196	17690	15429	13819		3753			21	54908
or County	5056	42394	15429	13819		4013	462	726	133	82032
County	2117	25205				700	1504	3	496	30025
Co. Rural Dis.		23577				609	2080	525	2044	28935
lle, City of		1706				2841				4047
or County		25283				2950	2080	525	2044	32862
County	51	29828	1900	510		10548	199	100	392	43023
County	2170	18150	900			931	179	500	575	23405
nty Rural Dis.	31	23998					176	3600	399	38204
ro, City of		3041				1411			80	4532
or County	31	32089				1411	176	3600	479	37736
ounty	7	20220	535			1136	720	15	106	22738
Co. Rural Dis.	1299	34564				1780	673	355	623	39900
City of		8213	3426			11720				23359
or County	1299	42777	3426			13500	673	355	623	62659
Co. Rural Dis.	1710	39033				832	4367		3370	49312
rt, City of	14	1329	1180						460	3433
or County	1724	40842	1180			832	4367		3330	52745

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (includes general fund, poll tax, bonus, and county tax)	City or town appropriation	General property taxes, loans, bond sales (not special county tax)	From sales of property, and proceeds of insurance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of sch. houses	From all other sources	Total
Jefferson Co. Rural Dist.	877	195567	1916			7294	28667	30068	17366	28175
Jessamer, City of		25000	15000			333				4033
Birmingham, City of		218860	250899		30	52712			202	52270
Totals for Cities		243860	265899		30	53045			202	56309
Totals for County	877	439427	267815		30	60339	28667	30068	17568	84478
Jamar County	5	25905	1036			2068	2327	355	898	3258
Jauderdale Co. Rural D.	10	32885						22000	4827	5952
Florence, City of	2	7890	3300			2935			22	
Totals for County	12	40075	3300			2935		22000	4849	7817
Lawrence County	94	28907						300		2930
Lee County Rural Dist.	24	29270	968				300	1650		3220
Opelika, City of	595	6362	6500			3314				1577
Phoenix, City of		3958	1083			1790			645	747
Totals for Cities	595	9320	7583			5104			645	2324
Totals for County	619	38590	8546			5104	300	1650	645	6545
Limestone County	491	31989	800			700	173	31350	1975	6747
Lowndes County	106	29741				872	1072	1844	1341	3497
Macon County	1294	25466				772	451	831	976	2979
Fuskegee, City of		2524	1796			1180				545
Totals for County	1294	27990	1796			1902	451	831	976	3524
Madison Co. Rural Dist.	116	61531	217			1478	1196	16013	1982	7253
Huntsville, City of		8072	8627			4505				3120
Totals for County	116	69603	8844			5981	1196	16013	1982	9373
Marengo Co. Rural Dist.	97	38877	885			356	247	6	418	4068
Dennopolis, City of		5000				2100			1935	903
Totals for County	97	43877	885			2456	247	6	2353	4992
Marion County	205	28061	890			999	2068	698	992	3390
Marshall County		40327				6760	2088		506	4974
Mobile Co. Rural Dist.	1819	83926			340	7541			14340	10796
Mobile, City of		145029								14502
Totals for County	1819	228955			340	7541			14340	25298
Monroe County	5152	28683				1290	1501	2121		3369
Montgomery Co. Rural D.	300	51687				1448	799	12622	1458	6310
Montgomery, City of	176	31724	67500			5812			58	9520
Totals for County	476	83261	67500			7260	799	12622	1511	16342
Morgan Co. Rural Dist.	4457	32825	425	45	4975	1109	1620	281	232	4541
Albany, City of	488	6400		8970		4771			4	2062
Decatur, City of	1120	4000	7883			1580				1406
Totals for Cities	1608	10400	7883	8970		6351			4	3471
Totals for County	6065	42725	7808	9015	4975	7460	1620	281	236	8011
Perry Co. Rural Dist.	629	29947	400			124	256		1462	3281
Marion, City of	2398	3252				1007				661
Totals for County	3027	33199	400			1131	256		1462	3942

DEPARTMENT OF EDUCATION.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance from previous year	From public funds (in- cludes general fund, poll tax, bonus, and county tax)	City or town appropriation	General property taxes, bonds, bond sales (not special county tax)	From sales of property, and proceeds of insur- ance adjustments	Matriculation and incidental fees	Supplement by Patrons	From State and local sources for alteration & erect'n of sch'lhouses	From all other sources
Pickens County		\$7196				4499	1719	8727	2986
Pike County Rural Dist.		27126			86	2130	1449	1380	1106
Troy, City of	400	5412	7280	50000		126			248
Totals for County	400	32538	7280	50000	86	2256	1449	1380	1354
Randolph Co. Rural Dist.		28317	100			790	6038	9650	957
Roanoke, City of		4260	850			4677			1036
Totals for County		32517	460			5467	6038	9650	1892
Russell Co. Rural Dist.	321	22932	460			440	346	220	993
Girard, City of		6000	1601			1452			
Totals for County	321	28932	2061			1892	346	220	993
Shelby County	438	38088	762			2696	3957	332	874
St. Clair County		34468	2410			3068	5148	803	4090
Sumter County	6	33872				1952	441	1605	1093
Talladega Co. Rural Dis.	10670	37809	1129			1336	3969	3555	1628
Sylacauga, City of	73	3195				1167			
Talladega, City of		12053	846			2269			270
Totals for Cities	73	15258	846			3436			270
Totals for County	10743	53067	1975			4772		3555	1798
Tallapoosa Co. Rural Dis.	5	40082	975		1948	4973	750	1305	
Alexander City, City of		3000	2100			3200			240
Totals for County	5	43082	3075		1948	8173	750	1305	240
Tuscaloosa Co. Rural D.	1324	48962	1145			1322	7657	1911	5404
Tuscaloosa, City of	493	15285	8000			9111			770
Totals for County	1817	64248	9145			10433	7657	1911	6174
Walker Co. Rural Dist.	734	51128	1024	15	613	5399	6915	4433	3056
Jasper, City of		3065	1100			2656			942
Totals for County	734	54193	2124	15	613	11255	6915	4433	3998
Washington County	118	19059				92	1458	100	434
Wilcox County	241	35670			214	1872	625	232	706
Winston County	4194	18743	275			3354	796	1049	364
Rural Districts	\$ 55770	\$2848468	\$ 30040	\$ 9070	\$ 13141	\$132428	\$188474	\$238828	\$146123
Totals for Cities	\$ 20271	\$ 648121	\$418656	\$113901	\$ 1030	\$163152			\$ 41690
Grand Total	\$ 76041	\$2996589	\$448696	\$122971	\$ 14171	\$295580	\$188474	\$238828	\$187813

DISBURSEMENTS

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Super- vising Principals	Total Salaries of Superisors	Salaries of Principals	Salaries of Teachers
Autauga County Rural Dist.	\$ 1029				\$ 1029	\$ 3058	\$ 16487
Prattville, City of						900	5590
Totals for County	1029				1029	3958	22277
Baldwin County	2000		340		2340	10063	34609
Barbour County Rural Dist.	1404				1404	7216	26356
Eufaula, City of		1800			1800	1305	5310
Totals for County	1404	1800			3204	8521	31676
Bibb County	1252				1252	13555	21538
Blount County	1080		138		1218	11767	18358
Bullock County Rural Districts	2000				2000	7555	19284
Union Springs, City of		2000			2000	1415	6552
Totals for County	2000	2000			4000	8970	25836
Butler County Rural Districts	1600				1600	7307	27132
Greenville, City of		1500			1500	360	5490
Totals for County	1600	1500			3100	7667	32622
Calhoun County Rural Districts	1361		1369		2730	9368	24485
Anniston, City of		2100			2100	9508	11496
Jacksonville, City of						978	2235
Piedmont, City of						1500	3970
Totals for Cities		2100			2100	11984	17701
Totals for County	1361	2100	1369		4830	21352	42186
Chambers County Rural Dist.	2000		250		2250	16647	38192
Lanett, City of		1500			1500	400	
Totals for County	2000	1500	250		3750	17047	46232
Cherokee County	1020				1020	6236	16139
Chilton County	1500				1500	9258	24965
Choctaw County	1017				1017	6216	20986
Clarke County	1500		330		1830	6745	34749
Clay County	1200		300		1500	13202	25856
Cleburne County	700				700	2149	16780
Coffee County Rural Districts	1500		688		2188	15949	20250
Enterprise, City of						1560	3580
Totals for County	1500		688		2188	17499	23830
Colbert County Rural Districts	1156				1156	3518	15560
Sheffield, City of						1629	5507
Tuscumbia, City of						1800	4140
Totals for Cities						3429	10647
Totals for County	1156				1156	6945	26207
Conecuh County	1200		210		1410	7742	23009
Cook County	1200		400		1600	4260	20971

DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teach'g Supp's (Cray- ons, Erasers, Tablets, Textbooks Furn'd, etc.)	New Equipment (not Replacements)	New Bldgs. and G'ds., Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equipment, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
\$ 20774	\$ 491	\$ 122	\$ 55	\$ 168	\$ 235	\$ 75	\$ 30	\$ 259	\$ 27264	\$ 21925
6490	116	261	25	653	453	110	100	259	27264	7816
27264	607	383	55	168	690	185	130	259	27264	7816
47012	3625	649	206	642	1120	2499	282	279	47012	56785
34986	306	126	114	1639	13208	603	185	150	34986	51117
8415	60	55	25	25	10	150	100	225	8415	9055
48401	256	126	169	1664	18218	653	283	375	48401	60172
46346	1023	3363	710	380	1512	874	960	144	46346	55311
31343	394	1012	500	30	1825	250	1644	129	31343	36927
28839	152	531	174	264	113	321	518	493	28839	31648
9867	112	112	50	86	31	404	496	828	9867	11482
38806	132	743	234	350	249	735	1014	819	38806	44511
36039	11	780	407	172	602	402	262	112	36039	38887
7350	40	40	40	29	175	40	200	195	7350	8029
43389	11	780	447	200	777	442	452	307	43389	46915
36583	51	772	178	561	2250	1184	934	100	36583	42611
28102	1172	200	461	450	8349	1011	1140	1679	28102	37764
3213	3557					220	220	124	3213	3557
5470	30006	21	10	2300	21000	540	275	250	5470	30006
21785	71327	221	471	2750	29349	1551	1635	2053	21785	71327
68368	113938	993	647	3311		2735	2569	2153	68368	113938
57089	64632	709	352	536	279		2001		57089	64632
9940	23055	50	40	400	12000		400	225	9940	23055
67029	87687	759	393	936	12279	3624	2401	325	67029	87687
23395	25826	133	96	198	956	74	723	93	23395	25826
15728	39299	395	97	434	1189	177	243	101	15728	39299
28219	31863	154	77	440	1276	40	154		28219	31863
43324	49166	633	217	238	2385	273	439	149	43324	49166
40558	46634	255	311	208	2007	482	1347	1	40558	46634
19629	11	53	72	197	673	377	274	102	19629	11
38397	42619	501	359	212	2040	500	150	209	38397	42619
5130	8093	22	12	50	600	69	65	135	5130	8093
43527	48712	533	370	262	2640	569	215	344	43527	48712
20232	43119	429	104	1404	18617	603	816	50	20232	43119
8136		169	88	59		94	217	324	8136	
5940	16350		10	220	10000		180		5940	16350
14076	25554	109	98	279	10000	94	217	504	14076	25554
34308	68703	533	202	1633	23617	697	733	554	34308	68703
32161	36230	331	97		900	99	315	183	32161	36230
26331	27635	27		21	900		55	100	26331	27635

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Covington County Rural Districts	1500				1500	9657	29912
Andalusia, City of		1500			1500	1000	7610
Florala, City of						1000	2055
Totals for Cities		1500			1500	2000	10665
Totals for County	1500	1500			3000	11657	40577
Crenshaw County	1124		296		1519	21936	11606
Cullman County Rural Districts	1679				1679	13090	25997
Cullman, City of						1125	2322
Totals for County	1679				1679	14215	28319
Dale County Rural Districts	1400				1400	24154	6943
Ozark, City of		1500			1500	1600	2376
Totals for County	1400	1500			2900	25654	10318
Dallas County Rural Districts	2400				2400	7230	25626
Selma, City of		2700			2700	5775	26046
Totals for County	2400	2700			5100	13005	52672
DeKalb County	1800		200		2000	9631	26078
Elmore County	1425				1425	17252	29975
Escambia County Rural Districts	1696		862		2558	10421	23871
Brewton, City of		1500			1500	341	4995
Totals for County	1696	1500	862		4058	10762	28866
Etowah County Rural Districts	1500		150		1650	7226	15182
Alabama City, City of						1500	6092
Attalla, City of						832	3376
Gadsden, City of		2100		3130	5230	2270	18578
Totals for Cities		2100		3130	5230	4602	28045
Totals for County	1500	2100	150	3130	6880	11828	43227
Fayette County	1200		75		1275	3757	23036
Franklin County Rural Districts	959				959	8031	15848
Russellville, City of						875	2808
Totals for County	959				959	8906	18656
Geneva County	1157				1157	16491	22005
Greene County	1200		90		1290	2972	16160
Hale County Rural Districts	1164				1164	5374	22071
Greensboro, City of						1725	2520
Totals for County	1164				1164	7099	24591
Henry County	868		100		968	7276	14282
Houston County Rural Districts	1200		105		1305	7862	23331
Dothan, City of		2000			2000	2630	14575
Totals for County	1200	2000	105		3305	10492	37906
Jackson County Rural Districts	1480		525		1985		38330
Bridgeport, City of						1200	1360
Totals for County	1480		525		1985	1200	39690

DISBURSEMENTS—Continued

Total	Balance on hand	Other Expense	Teach'g Supp's (Crayons, Erasers, Tablets, Textbooks Furn'd, etc.)	New Equipment (not Replacements)	New Bldgs. and G'ds, Alterations of Old Bldgs. (not repairs)	Repairs, Replacement of Equip'm't, Inc., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
41070	1759	274	321	414	1337	538	237	198	804	41070
10110		90	58	318	386	10	364	286	42	10110
4065		149	31			14	51	222		4065
14165		239	89	316	386	24	415	458	42	14165
55235	1759	518	410	730	1723	550	652	656	846	55235
35060	62	438	54	492	140	2152	711	185	124	35060
40666	301	318	13	1835	13979	445	1310	71		40666
4963	740	2	53	12		361	133	310		4963
45629	1041	315	68	1847	13979	808	1443	381		45629
32497	377	183	140	276	188	297	226		260	32497
6375	150		50			250	200	180		6375
28972	527	163	190	276		547	426	180	260	28972
36256	2214	181	147	44	367	121	329	13		36256
34521	2953	1524		180	1452	1704	1153	1619	810	34521
70777	5172	1706	147	224	1819	1825	1482	1632	810	70777
47709	214	360	155	909	25056	647	1884		80	47709
45652	247	1545	180	285	2902	11148	724	270	224	45652
36850	42616	2965		800		1000	27			36850
6336	3151	50	15	75		300	200	225	25	6336
43636	50766	3015	112	875		1300	227	270	25	43636
24058	27124	762	201	122	842	217	162		600	24058
7592	10855	1311	75			310	250	856		7592
4207	8109	124	111		2853	276	285	206	9	4207
26078	35944		329	704	1012	758	6105	958		26078
27877	54908	1435	515	704	3865	1344	6540	2020	9	27877
61935	32032	2197	715	826	4607	1551	6802	2020	808	61935
23068	30025	70	131	108	15	2	700	160		23068
24838	29335	148	635	1532	377	27	481			24838
3683	4047	35					120	219		3683
23521	32382	173	635	1532	377	27	601	219		23521
33653	43023	23	18	6	108	95	48	45		33653
20422	23405	403		152	271	547	308	175	86	20422
23409	33204	299	27	271	3400	33	100		33	23409
4245	4532	36	8			135	108	108		4245
32354	37736	335	45	271	5400	33	235	108	33	32354
22523	22738					200	10			22523
32498		1329	106	811	420	347	244	98	150	32498
19205	23359		2074			160	480	990	450	19205
61708	62659	1329	2180	811	420	507	724	1083	600	61708
40316	49312	2006		150	5591	450	400	400		40316
2560	3423		5	800		25	115	128		2560
42875	52745	2006	5	750	5591	475	515	528		42875

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Super- intending Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Jefferson County Rural Dist.	5000		11365		16365	77521	180612
Bessemer, City of		2500			2500	4785	24631
Birmingham, City of		4200	2700	9858	16258	39957	873980
Totals for Cities		6700	2700	9858	18758	44742	398611
Totals for County	5000	9200	14065	9358	36123	122263	529223
Lamar County	1200		480		1680	7525	21029
Lauderdale County Rural Dist.	1600				1600	7871	26382
Florence, City of		1900			1900	2610	7182
Totals for County	1600	1900			3500	10481	33564
Lawrence County	1109				1109	7834	19779
Lee County Rural Districts	1815				1815	7216	20763
Opelika, City of						3690	9085
Phoenix, City of						1000	4760
Totals for Cities						4690	13845
Totals for County	1815				1815	11906	34608
Limestone County	1800				1800	9789	19973
Lowndes County	1800				1800	5539	23940
Macon County Rural Districts	1198		375		1573	5604	19618
Tuskegee, City of						1200	3600
Totals for County	1198		375		1573	6804	23218
Madison County Rural Districts	4000		235		4235	15444	33623
Huntsville, City of		1800			1800	3000	18995
Totals for County	4000	1800	235		6035	18444	47623
Marengo County Rural Dist.	1680				1680	10631	26870
Demopolis, City of						2100	6320
Totals for County	1680				1680	12731	33200
Marion County	1000		300		1300	22365	8028
Marshall County	1600		500		2100	14633	22933
Mobile County Rural Districts			2100		2100	22048	60848
Mobile, City of		3300		11661	14961	11832	87441
Totals for County		3300	2100	11661	17061	33875	148089
Monroe County	1650		105		1755	6975	26952
Montgomery County Rural Dis.	1800		2210		4010	11350	36982
Montgomery, City of		3000		1800	4800	10129	66315
Totals for County	1800	3000	2210	1800	8810	21479	103297
Morgan County Rural Districts	1600				1600	8641	22821
Albany, City of		1650			1650	427	15599
Decatur, City of		1680			1680	540	7480
Totals for Cities		3330			3330	967	23079
Totals for County	1600	3330			4930	9608	45900
Perry County Rural Districts	1277		160		1427	1910	26988
Marion, City of						1600	2320
Totals for County	1277		160		1427	3510	29308

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teacher Supp's (Crayons, Erasers, Tablets, Textbooks Furn'd, etc.)	New Equipment (not Replacements)	New Bldgs. and Gr'ds., Alterations of Old other Upkeep Charges	Repairs, Replacement of Equipm't, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
224408	1314	7269	2278	6590	28351	6371	5212	867		224408
81916			885	1109	1587	2413	887	1827	60	81916
480196		3556	5089	2263	9219	14725	21174	31115	5867	480196
462111		3765	5424	3372	10806	17188	22061	32942	5417	462111
686609	1314	11034	7702	9962	89157	22609	27273	33809	5417	686609
30234	232	380	187	118	300	301	732	100		30234
35853	181			1350	22000				138	35853
11692	1	350	21	134		377	420	522	132	11692
47546	152	350	21	1484	22000	377	420	522	270	47546
28722	111				300				168	28722
29294		1263			1650					29294
12775	29	1466	75	204		112	642	468		12775
5760		1656						160		5760
18535	29	3032	75	204		112	642	628		18535
47829	29	4285	75	204	1650	112	642	628		47829
31562	2973			1976					218	31562
31329	115	1067	94	154	1326	449	397		45	31329
26795	465	255	155	279	1401	186	214	40		26795
4800			20			50	409	180		4800
31596	495	265	175	279	1401	236	614	220		31596
58312	2242	411	257	2667	10077	2022	1410	233		58312
18796	21204	323	80	148		248	615	310	185	18796
72107	93735	734	337	2716	10077	2270	2015	1043	185	72107
39181		401	65	192	62	172	181	103		39181
8430	9035	18					340	262		8430
47611	529	401	78	192	62	172	521	355		47611
31723		59	102	239	641	347	510	63	71	31723
39866	462	1110		4072	1100	1123	1749	279		39866
84791	107966	11847	453	181		3711	2319	1127	2813	84791
114234	145029	7046	3020	494		10560	2578	4293	2814	114234
199026	252996	18893	2473	675		14271	4897	5410	5627	199026
24632	33697	368	711	234	1642	218	148		77	24632
62842	63164	409	204	418	13059	362	620			62842
81244	96265	1052	1118	438	136	2118	2520	4973	1113	81244
133586	163429	1461	1317	858	13194	2480	3140	4973	1113	133586
33062	45419	126	29	1900	240	5527	433	324		33062
17676	20633	83	153		369	75	941	796	415	17676
9700	14083	36	64	250		365	845	333		9700
27378		119	217	250	369	440	1286	1128	415	27378
60433	30136	245	246	2150	609	5967	1719	1452	415	60433
30325	32818	701		178		800	143		45	30325
3820	6657	112	19			249	81	69	80	3820
34145	39476	2322	54	178	496	1049	224		125	34145

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervis- ing Principals	Total Salaries of Superintendents	Salaries of Principals	Salaries of Teachers
Pickens County	1200		905		2105	11921	24680
Pike County Rural Districts	1303				1303	5055	23951
Troy, City of		1800			1800		9801
Totals for County	1303	1800			3103	6055	23752
Randolph County Rural Dist.	1239		360		1599	11328	21770
Roanoke, City of		2000			2000	270	6485
Totals for County	1239	2000	360		3599	11598	28255
Russell County Rural Districts	1158		1195		2353	4875	16364
Girard, City of		1264			1264	1408	4568
Totals for County	1158	1264	1195		3617	6283	20932
Shelby County	1200				1200	14479	28192
St. Clair County	1326		1040		2366	14825	26814
Sumter County	1282				1282	9506	23476
Talladega County Rural Dist.	2109				2109	11286	31768
Sylacauga, City of						1350	2700
Talladega, City of		2025		630	2655	990	10362
Totals for Cities		2025		630	2655	2340	13082
Totals for County	2109	2025		630	4764	13626	44850
Tallapoosa County Rural Dist.	1350		900		2250	9013	35212
Alexander City, City of						1806	4455
Totals for County	1350		900		2250	10819	39667
Tuscaloosa County Rural Dist.	3000				3000	14624	39544
Tuscaloosa, City of		2100			2100	5055	20734
Totals for County	3000	2100			5100	19679	60278
Walker County Rural Districts	2000		1100		3100	19474	48855
Jasper, City of		1800			1800	410	4757
Totals for County	2000	1800	1100		4900	19884	53612
Washington County	737				737	4270	14799
Wilcox County	1372				1372	5805	30946
Winston County	1000		300		1300	16625	4010
Rural Districts	\$ 99256		\$ 30147		\$ 129403	\$ 729928	\$ 1752221
Totals for Cities		\$ 51219	\$ 2700	\$ 26579	\$ 80498	\$ 137174	\$ 347737
Grand Total	\$ 99256	\$ 51219	\$ 32847	\$ 26579	\$ 209901	\$ 867102	\$ 2601058

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS—Continued

Total	Balance on hand	Other Expenses	Teacher's Supplies (Crayons, Erasers, Tablets, Textbooks Purch'd, etc.)	New Equipment (not Replacements)	New Bldgs. and O'd. Bldgs. (not repairs)	Repairs, Replacement of Equipm't, Ins., & other Upkeep Charges	Fuel, Water, Light, Power, Etc.	Wages of Janitors and other Employees	Other Expenses of Supervision	Total Salaries of Teachers, including Supervisors
50087	105	1618	40	570	5039	2687	958	341	78	38706
32276	72		34	316	692	1072	34	68		30309
68466	45000		50	640	5125	130	400	300	220	11601
96742	45072	629	184	956	5817	1202	484	868	220	41910
45752		430	94	307	9670	66	345	62	81	34697
10262		62	34	160	500	48	345	275	82	8755
56014		492	128	467	10170	114	691	357	163	48452
25712	238	992	79	133	286	209	293	90		23392
9053	83	590	436			315	145	245		7240
34755	321	1582	514	133	286	524	438	335		30632
47047	468	399	151	171	557	892	404	108		42671
50007	468	482	506	1089	1088	1018	1480	215	57	43805
38469	1286	827	146	261	948	674	686	325	82	33264
59996	8364	406	371	323	2631	1411	975	129	232	45143
4435		69	16	100		45	45	90		4050
15448		45		482		265	125	415	89	14027
19863	86	114	15	582		265	170	505	89	18977
79879	8420	519	336	907	2631	1676	1145	634	321	63240
50036			219	247	817	104	962	240	692	46475
8540		1350	50		25	350	325	180		6260
68576	31	1599	269	247	842	454	1287	420	892	52735
87725	2660	654	259	1242	3530	987	1104	66	45	57178
33660		502	298	745		786	1337	1928	225	27889
101385	2660	1156	557	1987	3530	1723	2441	1994	270	86067
81319	889	1025	472	1479	2416	2099	1417	70	23	71429
7963		316	12			75	345	248		6967
89282	889	1341	472	1491	2416	2174	1762	318	23	78396
21261	5	84	27	164	7	292	74		192	20506
39561	103	93	370	83	329	120	250	90		38123
25775	3639	870	87	366	1159	148	394	167		21935
\$3163342	\$ 63076	\$ 65983	\$ 12657	\$ 44505	\$ 249507	\$ 62544	\$ 41972	\$ 9020	\$ 9426	\$ 2512652
\$1406821	\$ 57358	\$ 22819	\$ 14496	\$ 12684	\$ 75283	\$ 39797	\$ 46815	\$ 59647	\$ 12513	\$ 1065409
\$4569163	\$120434	\$ 78802	\$ 28163	\$ 67189	\$ 324790	\$102341	\$ 88787	\$ 68667	\$ 21939	\$ 3578081

COUNTY HIGH SCHOOLS

Enrollment, Graduates, Age of Pupils, Teachers, Buildings, Libraries, Equipment

COUNTIES	Enrollment											No. of Graduates	Average Age of Pupils		Living 8 Miles or More from School	Number of Teachers Employed			Number of Volumes in Library	Value of Library	Value of Buildings and Sites	Value of Equipment	Scientific Apparatus and Teaching Supplies		
	Male						Female						Male	Female		Total									
	First year	Second Year	Third Year	Fourth Year	Total	Preparatory	First Year	Second Year	Third Year	Fourth Year	Total	Preparatory					Grand Total								
Autauga	20	13	9	2	44	0	29	8	10	13	60	0	104	1	13	16	25	2	2	4	525	300	\$12,000	\$1,000	\$325
Barbour	11	9	5	13	38	0	19	10	13	16	57	0	95	3	12	15	48	2	1	3	750	400	1,200	1,600	600
Bibb	26	30	21	11	88	3	23	24	13	11	71	18	180	10	11	17	120	2	3	5	450	450	15,000	1,500	500
Blount	36	28	23	16	101	0	24	41	18	10	93	0	194	10	6	18	131	3	2	5	400	200	18,000	1,000	400
Calhoun	19	10	10	2	41	0	19	16	13	5	52	0	93	1	4	17	39	3	1	4	1,000	350	18,000	2,200	800
Chambers	8	9	10	10	37	12	11	11	5	6	33	6	57	3	6	16	41	2	2	4	140	115	6,000	800	155
Cherokee	12	10	3	1	26	0	13	7	7	4	31	0	67	1	2	17	21	2	3	5	254	200	12,500	2,500	125
Chilton	41	23	15	7	91	0	32	21	9	4	66	0	157	6	5	16	70	4	2	6	200	300	25,000	1,000	350
Choctaw	13	5	5	2	25	0	4	8	6	4	22	0	47	1	4	16	23	2	1	3	275	200	11,000	600	140
Clarke	14	10	11	9	44	13	15	7	5	10	37	3	102	7	3	17	51	3	1	4	650	525	12,500	300	200
Clay	31	20	18	12	81	0	7	17	17	6	47	0	128	10	6	18	40	2	2	4	250	200	13,500	532	575
Cleburne	24	12	5	4	45	0	13	7	7	5	32	0	77	1	3	16	29	3	1	3	200	275	9,000	250	75
Coffee	13	14	5	6	37	16	24	11	14	12	61	31	145	2	10	16	51	2	3	5	325	400	31,000	2,500	500
Colbert	21	15	8	6	44	0	13	6	8	3	37	0	81	4	3	13	42	2	1	3	75	64	12,250	300	650
Conecuh	12	10	5	3	30	14	12	7	7	6	32	16	91	—	—	—	—	—	—	—	—	—	—	—	—
Cook	14	2	2	4	22	10	6	4	0	5	16	12	59	3	1	17	15	2	1	3	75	80	9,000	1,000	355
Covington	27	14	5	4	51	0	26	13	6	5	58	0	109	2	7	16	23	1	3	4	600	500	20,000	2,000	500
Crenshaw	33	15	0	8	56	0	27	6	0	1	34	0	90	6	1	17	38	2	1	3	400	400	18,000	1,000	500
Cullman	44	40	22	17	123	0	33	29	11	10	83	0	206	13	7	17	122	3	2	5	200	200	20,000	1,000	300
Dallas	6	13	10	3	32	0	8	16	10	3	38	0	70	2	3	13	36	2	1	3	550	450	10,000	1,000	550
DeKalb	25	11	5	2	43	0	24	13	13	4	54	0	100	0	0	16	45	2	1	3	300	200	13,500	225	375
Elmore	25	12	2	3	42	11	15	15	16	5	51	9	113	2	4	20	40	2	1	3	—	—	16,000	—	—
Escambia	15	15	7	8	45	0	20	16	11	7	54	0	99	7	6	17	48	2	2	4	320	155	16,000	750	350
Etowah	32	23	9	10	74	0	26	23	13	14	76	0	150	6	13	16	75	2	2	4	537	200	20,000	300	300

DEPARTMENT OF EDUCATION.

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	43	24	15	6	35	15	31	27	14	17	89	26	218	6	17	19	15	107	2	2	4	90	350	18,000	500	400
Fayette	25	18	13	6	62	13	35	26	14	10	85	17	177	5	3	16	15	55	2	2	4	150	175	11,000	1,000	751
Franklin	22	15	11	7	55	0	33	14	11	7	55	0	120	2	1	17	16	55	2	2	4	675	500	10,000	765	475
Geneva	37	19	8	6	70	13	17	13	11	11	52	18	148	5	3	18	16	37	2	2	4	301	300	16,000	1,200	500
Henry	15	10	4	4	33	0	8	18	5	3	39	0	72	3	3	18	16	42	2	1	3	600	350	15,000	1,000	510
Houston	37	22	24	17	100	31	21	18	18	10	67	18	215	14	9	17	15	30	2	2	4	400	350	14,000	500	350
Jackson	63	32	20	5	120	0	28	23	25	5	31	0	201	3	4	16	15	95	2	2	4	1,100	700	35,000	2,000	900
Jefferson	18	12	10	5	45	12	21	12	3	5	41	14	112	7	5	18	15	48	2	2	4	150	150	8,000	1,000	300
Lamar	30	15	9	9	63	27	25	26	11	6	68	24	182	7	5	17	17	45	2	2	4	160	150	8,600	825	150
Lauderdale	17	12	14	8	51	11	18	6	11	13	48	20	130	4	7	17	17	43	2	2	4	550	225	12,500	1,250	150
Lawrence	16	14	12	7	49	0	17	9	4	7	37	0	85	3	7	16	15	29	1	2	3	400	300	14,500	1,300	200
Lee	11	7	4	1	23	0	18	9	5	6	38	0	61	1	5	17	15	37	2	1	3	175	250	11,000	600	150
Limestone	9	7	2	4	22	0	4	6	7	6	23	0	45	2	5	16	16	18	2	1	3	333	350	9,000	625	420
Lowndes	11	11	8	11	41	0	5	16	8	6	35	0	75	11	6	16	14	20	2	1	3	130	75	15,000	600	175
Macon	10	14	13	3	40	0	8	9	7	5	29	0	49	3	5	18	17	36	2	2	4	350	500	16,000	500	300
Madison	5	7	7	7	26	0	11	4	7	5	27	0	53	6	4	17	16	24	1	3	4	355	300	12,000	400	150
Marengo	36	23	10	18	87	31	15	10	9	7	41	20	173	17	4	18	16	30	2	1	3	350	250	12,000	600	400
Marion	32	25	12	20	89	0	18	23	17	2	60	0	149	13	1	17	16	70	2	1	3	300	200	25,000	2,000	300
Marshall	19	23	16	19	77	0	23	19	11	14	66	0	143	15	13	18	18	105	2	2	4	200	150	15,000	1,000	600
Monroe	36	19	16	10	81	0	25	27	14	7	73	0	154	9	6	16	16	67	2	2	4	300	300	12,100	1,300	315
Morgan	24	21	12	3	60	0	24	20	11	12	67	0	127	3	5	16	15	55	1	3	4	500	300	25,000	2,000	1,200
Perry	16	10	7	6	39	0	15	7	9	3	34	0	73	5	2	17	16	27	1	2	3	75	100	15,000	500	300
Pickens	12	13	8	3	36	0	13	4	5	3	30	0	86	0	6	16	17	20	2	1	3	250	300	15,000	1,500	200
Pike	25	8	16	7	56	23	24	16	17	5	61	11	151	4	4	13	17	75	2	2	4	450	200	10,000	1,200	300
Randolph	23	14	7	12	56	0	21	9	3	10	43	0	99	11	10	17	16	43	1	2	3	230	150	13,000	500	250
Shelby	15	7	4	6	32	0	13	11	14	4	42	0	74	4	3	18	19	44	2	1	3	320	300	10,000	500	250
St. Clair	6	12	6	11	35	0	10	9	16	9	44	0	79	3	5	17	15	32	2	1	3	150	130	12,900	575	300
Sumter	9	6	6	6	27	0	15	14	9	3	41	0	63	5	3	16	15	30	2	1	3	165	98	11,000	1,590	202
Talladega	11	14	7	5	37	0	13	20	9	4	45	0	83	3	4	18	16	29	2	1	3	430	400	12,500	225	100
Tallahassee	23	17	15	16	76	0	27	29	15	10	81	0	157	14	9	17	15	63	3	2	5	0	0	50,000	0	0
Walker	13	12	1	0	28	9	17	2	3	0	22	9	66	0	0	19	16	44	2	1	3	236	400	10,500	500	0
Washington	16	17	14	16	63	0	21	13	11	7	52	0	115	7	6	16	14	63	1	3	4	450	425	10,000	500	500
Wilcox	26	7	2	5	40	20	12	4	2	3	21	21	102	4	3	17	15	50	2	1	3	40	31	10,350	1,000	125
Winston																										
TOTALS	1,241	853	544	480	2,068	284	1,054	814	563	406	2,842	291	6,485	315	321	17	16	2,811	112	97	209	15,892	314,398	3,631,300	218,812	378,033

COUNTY HIGH SCHOOLS—FINANCIAL—RECEIPTS

COUNTIES	Balance from Previous Year	State Appropriation	Town or City Appropriation	County Board of Education	Board of Revenue or Commission- ers' Court	Matriculation fees	From all other Sources	Overpayment or Indebtedness	Total
Autauga	\$ 61.29	\$3,000.00	\$ 25.00	0	\$ 60.00	\$ 500.00	\$ 378.88	0	\$4,025.17
Barbour	76.89	3,000.00	107.50	0	0	425.00	44.19	4.96	3,653.53
Bibb	0	3,000.00	0	\$2,000.00	0	800.00	150.90	0	5,850.90
Blount	0	3,000.00	0	0	0	517.50	1,168.04	0	4,685.54
Calhoun	0	3,000.00	0	200.00	180.02	472.50	12.07	0	3,864.52
Chambers	118.22	3,000.00	0	385.00	0	402.50	110.30	0	4,016.02
Cherokee	41.79	3,000.00	0	0	0	313.25	37.66	16.40	3,407.10
Chilton	0	3,000.00	270.00	270.00	0	885.50	0	0	4,645.50
Choctaw	16.53	3,000.00	0	0	0	157.50	0	154.12	3,328.15
Clarke	0	3,000.00	0	510.00	0	450.00	784.50	12.11	4,766.42
Clay	280.72	3,000.00	375.00	0	0	642.25	188.23	0	4,486.20
Cleburne	0	3,000.00	0	0	0	327.50	55.45	0	3,382.95
Coffee	149.66	3,000.00	1,250.00	0	0	979.40	68.80	0	5,447.46
Colbert	129.76	3,000.00	0	0	0	514.50	154.64	0	3,798.90
Conecuh	0	3,000.00	0	698.00	100.00	388.55	55.50	0	4,242.05
Coosa	0	3,000.00	0	0	0	290.00	0	0	3,290.00
Covington	0	3,000.00	0	0	1,000.00	452.50	0	0	4,452.50
Crenshaw	0	3,000.00	0	0	0	347.50	69.00	0	3,416.50
Cullman	2.00	3,000.00	0	350.00	350.00	1,015.00	2,523.00	276.00	7,515.00
Dallas	184.47	3,000.00	0	150.00	0	318.00	5.00	0	3,657.47
DeKalb	82.92	3,000.00	0	0	0	428.00	0	0	3,508.92
Elmore	2.65	3,000.00	0	297.50	0	547.75	473.68	0	4,321.58
Escambia	552.75	3,000.00	0	900.00	0	422.50	14.00	0	4,789.25
Etowah	4.65	3,000.00	0	0	0	1,135.00	125.00	798.49	5,063.14
Fayette	158.91	3,000.00	0	585.00	0	1,311.50	0	0	5,055.41
Franklin	50.39	3,000.00	0	281.25	48.00	755.00	179.16	0	4,323.80
Geneva	0	3,000.00	85.00	0	0	868.50	362.95	0	4,316.45
Henry	0	3,000.00	275.00	0	0	1,267.50	0	0	4,942.50
Houston	57.00	3,000.00	0	0	0	392.00	0	0	3,449.00
Jackson	0	3,000.00	500.00	500.00	0	1,640.00	0	0	5,640.00
Jefferson	0	3,000.00	0	3,417.00	0	1,142.50	50.00	277.75	7,887.25
Lamar	6.44	3,000.00	0	450.00	0	514.50	50.00	0	4,020.94
Lauderdale	.94	3,000.00	0	675.00	0	780.00	487.62	0	4,943.56
Lawrence	0	3,000.00	0	300.00	200.00	643.00	111.04	0	4,254.04
Lee	6.53	3,000.00	0	0	0	400.00	58.95	560.49	4,025.97
Limestone	32.91	3,000.00	0	0	0	230.00	323.18	0	3,586.09
Lowndes	11.46	3,000.00	0	130.00	0	249.00	29.62	0	3,420.08
Macon	108.11	3,000.00	0	200.00	120.00	428.00	0	0	3,756.11
Madison	425.91	3,000.00	0	0	0	594.50	341.67	0	4,262.10
Marengo	8.02	3,000.00	0	192.00	0	303.50	748.85	0	4,252.37
Marion	350.51	3,000.00	0	200.00	0	1,067.50	218.46	0	4,636.47
Marshall	0	3,000.00	0	0	0	525.00	169.27	0	3,694.27
Monroe	16.30	3,000.00	0	690.00	626.00	622.50	81.73	0	5,036.53
Morgan	396.44	3,000.00	0	250.00	800.00	712.50	132.50	0	4,790.44
Perry	103.83	3,000.00	0	500.00	0	696.00	0	0	4,299.83
Pickens	0	3,000.00	0	200.00	150.00	409.50	21.41	0	3,780.91
Pike	.31	3,000.00	0	0	0	391.00	36.30	62.84	3,490.45
Randolph	0	3,000.00	0	500.00	0	620.00	54.50	30.75	4,205.25
Shelby	6.51	3,000.00	0	106.80	0	415.00	47.70	0	3,576.01
St. Clair	316.94	3,000.00	0	0	0	322.50	75.00	0	3,714.44
Sumter	0	3,000.00	0	0	0	408.00	1.48	0	3,409.48
Talladega	0	3,000.00	150.00	0	0	389.00	41.50	94.25	3,674.75
Tallapoosa	15.50	3,000.00	0	300.00	0	344.50	37.18	0	3,697.18
Walker	0	3,000.00	0	2,350.00	1,100.00	540.00	0	330.00	7,320.00
Washington	0	3,000.00	0	500.00	0	282.65	21.95	75.92	3,880.52
Walker	0	3,000.00	0	2,350.00	1,100.00	540.00	0	330.00	7,320.00
Winston	101.98	3,000.00	0	0	0	447.00	48.17	0	4,197.15
Totals	\$4,150.97	171,000.00	3,010.50	19,687.55	4,234.02	33,011.95	10,258.86	2,927.18	248,230.48

COUNTY HIGH SCHOOLS—FINANCIAL—DISBURSEMENTS—Continued

Salary of Principal.....	Salaries of other Teachers.....	Wages of Janitors.....	Fuel, Water, Lights, Etc.....	Repairs and Re- placement of ' Equipment, In- surance & other upkeep charges...	New Grounds and Buildings, Alterations of Old Buildings (not repairs)	Other Expenses.....	Balance on hand...	Total.....
\$ 1,500.00	\$ 1,935.00	\$ 90.00	\$ 90.00	\$ 125.00	\$ 20.00	\$ 257.21	\$ 7.96	\$ 4,025.17
1,425.00	1,475.00	150.00	172.29	186.48	0	249.76	0	3,658.53
2,000.00	3,150.00	126.00	175.50	225.00	27.24	147.00	100.16	5,950.90
1,599.97	2,522.50	140.80	176.71	122.53	8.50	109.53	0	4,680.54
1,500.00	1,680.00	67.50	381.41	28.00	0	157.10	51.51	3,865.52
1,500.00	1,935.00	90.00	99.81	129.25	0	77.75	184.21	4,016.02
1,500.00	1,350.00	114.85	182.33	200.00	0	60.00	0	3,407.18
1,500.00	1,955.00	187.50	421.40	254.30	0	252.30	78.10	4,648.60
1,200.00	1,665.00	45.00	173.90	130.00	0	114.25	0	3,328.15
1,400.00	2,220.00	112.50	208.24	195.68	0	630.00	0	4,766.42
1,400.00	2,160.00	60.00	15.60	276.00	377.32	189.52	7.76	4,486.20
1,320.00	1,485.00	52.20	63.10	140.00	0	328.53	0	3,888.83
1,350.00	3,090.00	117.00	438.15	445.95	0	0	6.36	5,447.46
1,500.00	1,440.00	92.50	239.67	212.05	10.45	172.63	131.60	3,798.90
1,500.00	2,095.00	135.00	71.90	220.53	0	139.19	80.43	4,248.05
1,320.00	1,590.00	12.50	50.00	0	0	347.50	0	3,320.00
1,500.00	1,575.00	135.00	88.66	380.54	0	773.30	0	4,452.50
1,400.00	1,350.00	107.00	128.54	271.21	0	60.00	99.75	3,416.50
1,500.00	2,896.00	300.00	299.00	706.00	0	1,814.00	0	7,515.00
1,500.00	1,500.00	45.80	64.40	114.93	0	155.69	287.15	3,667.47
1,350.00	1,575.00	80.00	17.10	152.02	0	232.41	99.39	3,505.92
1,500.00	1,890.00	117.00	421.00	50.00	58.00	285.58	0	4,321.58
1,550.00	2,112.77	104.00	80.05	275.14	150.88	0	516.41	4,789.25
1,375.00	1,778.00	168.75	0	60.00	0	1,681.39	0	5,063.14
1,500.00	1,980.00	200.00	759.30	190.00	0	257.41	168.70	5,055.41
1,400.00	2,295.00	191.05	246.84	127.97	0	60.00	2.94	4,323.80
1,500.00	1,950.00	90.00	101.90	374.19	0	300.36	0	4,316.45
1,450.00	2,250.00	180.00	95.00	350.00	0	342.54	274.96	4,942.50
1,500.00	1,392.25	100.00	348.23	165.00	0	0	51.37	3,456.85
1,800.00	2,565.00	216.00	350.00	215.00	430.00	80.00	0	5,656.00
1,800.00	3,501.95	183.00	117.57	425.00	50.00	1,800.33	9.40	7,887.25
1,500.00	2,070.00	66.00	55.40	225.75	0	73.40	.39	4,020.94
1,500.00	2,370.00	0	139.84	251.71	322.01	89.03	270.97	4,943.56
1,500.00	1,972.50	108.00	238.59	206.55	60.00	147.75	20.65	4,254.04
1,625.00	1,575.00	86.00	275.67	212.00	100.00	160.30	0	4,038.97
1,500.00	1,500.00	50.00	378.74	0	0	60.00	97.35	3,586.09
1,500.00	1,350.00	90.00	101.10	139.04	30.00	209.94	0	3,420.08
1,500.00	1,385.00	65.00	271.43	449.57	227.65	47.96	0	3,946.61
1,500.00	1,800.00	110.40	495.30	51.00	50.00	110.94	144.46	4,262.10
1,500.00	2,115.00	72.00	70.14	210.00	0	143.23	142.00	4,252.37
1,700.00	1,948.09	43.30	275.00	270.00	0	98.08	600.00	4,934.47
1,500.00	1,406.50	175.00	140.00	150.00	112.00	210.77	0	3,694.27
1,500.00	2,160.00	81.00	50.50	100.00	626.00	473.11	45.92	5,036.53
1,500.00	2,160.00	72.00	70.23	371.43	151.05	191.48	274.25	4,790.44
1,500.00	1,890.00	90.00	180.00	200.00	185.58	250.00	3.75	4,299.33
1,500.00	1,510.00	129.50	102.60	398.02	0	140.79	0	3,780.91
1,500.00	1,440.00	69.70	251.00	154.75	0	75.00	0	3,490.45
1,400.00	2,160.00	126.00	250.00	200.00	0	69.25	0	4,205.25
1,500.00	1,350.00	90.00	136.37	293.11	0	206.53	0	3,576.01
1,500.00	1,327.50	50.00	106.42	224.42	0	175.00	330.10	3,713.44
1,450.00	1,445.00	90.00	349.83	0	0	60.00	14.60	3,409.48
1,500.00	1,435.00	86.60	126.47	228.89	13.55	234.24	0	3,674.75
1,500.00	1,492.50	105.00	128.59	185.17	0	166.85	119.07	3,697.18
2,000.00	3,330.00	180.00	0	1,750.00	0	60.00	0	7,320.00
1,500.00	1,805.00	102.75	773.77	190.00	4.00	0	0	3,830.52
1,500.00	2,070.00	120.00	300.00	135.43	0	60.00	285.01	4,470.44
1,500.00	1,935.00	66.00	160.00	100.00	0	326.16	50.00	4,137.16
\$35,814.97	108,910.56	6,134.70	11,509.64	13,474.61	3,614.23	14,915.09	4,456.63	248,330.43

AGRICULTURAL SCHOOLS.

Enrollment, Graduates, Teachers, Libraries, Buildings, Equipment.

LOCATION	ENROLLMENT					
	Male					Preparatory
	Freshman	Sophomore	Junior	Senior	Total	
First District, Jackson	11	7	6	7	31	0
Second District, Evergreen	19	11	6	1	37	15
Third District, Abbeville	23	18	6	5	52	0
Fourth District, Sylacauga	24	21	19	10	74	26
Fifth District, Wetumpka	14	10	9	11	44	115
Sixth District, Hamilton	46	18	26	30	120	21
Seventh District, Albertville	48	31	24	14	117	27
Eighth District, Athens	30	21	26	8	85	0
Ninth District, Blountsville	23	13	16	11	73	19
Totals	248	150	140	97	635	234

AGRICULTURAL SCHOOLS

Financial—Receipts and Disbursements

LOCATION	Balance from last year	From State appropriation	From fees and incidentals	From all other sources	Total
First District, Jackson	\$ 2.20	\$ 4,500.00	\$ 674.10	\$ 426.38	\$ 5,602.68
Second District, Evergreen	115.82	4,500.00	1,171.00	405.00	6,191.82
Third District, Abbeville	432.98	4,500.00	772.75	699.22	6,404.95
Fourth District, Sylacauga	0	4,500.00	1,618.00	1,047.33	7,165.33
Fifth District, Wetumpka	25.00	4,500.00	2,764.00	3,498.78	10,787.78
Sixth District, Hamilton	409.72	4,500.00	1,817.00	613.35	7,340.07
Seventh District, Albertville	212.00	4,500.00	2,485.00	1,178.22	8,325.22
Eighth District, Athens	2,425.00	4,500.00	1,300.00	550.00	8,775.00
Ninth District, Blountsville	9.12	4,500.00	1,470.50	760.00	6,729.62
Totals	\$ 3,631.84	\$40,500.00	\$14,022.35	\$ 9,168.23	\$67,322.47

AGRICULTURAL SCHOOLS—Continued.

Enrollment, Graduates, Teachers, Libraries, Buildings, Equipment.

ENROLLMENT							No. of Graduates	No. of Teachers		Value of Buildings and Sites	Value of Equipment	Scientific apparatus and teaching supplies	Number of volumes in Library	Value of Library	
Female						Male		Female							
Freshman	Sophomore	Junior	Senior	Total	Preparatory				Grand Total						
15	7	8	5	35	0	65	7	5	2	2	\$ 7000	\$ 508	\$ 200	600	\$ 550
16	17	14	7	54	8	116	0	4	2	4	20000	400	260	225	150
11	16	4	2	32	0	84	5	2	3	1	20000	1000	550	1250	2000
23	27	14	7	71	12	183	9	7	2	3	30000	500	200	1500	1000
18	13	17	9	57	55	302	10	8	8	2	42500	1250	1450	2000	500
30	11	24	6	71	13	225	28	6	3	2	9800	25	25	0	0
35	18	24	17	94	34	282	10	14	3	4	40000	7500	600	400	500
32	27	30	17	106	0	191	6	17	3	1	85000	1000	800	2500	3000
22	11	9	5	47	17	158	8	5	2	3	7000	1000	600	3000	2000
202	145	144	75	567	169	1605	53	68	23	22	\$211300	\$ 13183	\$ 4175	11475	\$ 9700

AGRICULTURAL SCHOOLS—Continued

Financial—Receipts and Disbursements

Total	Balance on hand	All other expenses	New grounds, buildings, alteration of old buildings (not repairs)	Repairs, replacement of equipment, insurance and other upkeep charges	Fuel, Water, Lights, Janitors' Supplies, Etc.	Wages of janitors and farm hands	Salary and expenses of secretary-treasurer	Salaries of other teachers	Salary of President
\$ 5,602.63	\$ 129.30	\$ 558.85	0	\$ 100.00	\$1,089.94	\$ 193.59	\$ 56.00	\$ 2,025.00	\$ 1,500.00
6,191.82	1.56	978.47	0	165.00	124.00	396.00	56.00	3,275.79	1,200.00
6,404.95	241.68	592.53	0	717.00	271.40	576.34	56.00	2,450.00	1,500.00
7,166.33	0	1,129.01	0	903.44	105.66	681.22	56.00	2,790.00	1,500.00
10,787.78	1,450.00	663.42	0	772.57	327.72	583.07	56.00	5,235.00	1,700.00
7,840.07	781.12	858.00	0	657.78	391.67	866.35	0.00	2,089.25	1,700.00
8,325.22	507.60	683.62	1,000.00	400.00	350.00	578.00	56.00	3,250.00	1,500.00
3,776.00	3,048.00	0	0	200.00	625.00	496.00	56.00	2,650.00	1,700.00
6,729.62	3.00	780.62	0	75.00	0	1,150.00	56.00	2,640.00	1,700.00
\$67,322.47	\$6,112.26	\$6,239.52	\$1,000.00	\$3,990.79	\$3,560.39	\$5,510.47	\$ 504.00	\$26,405.04	\$14,000.00

NORMAL SCHOOLS.

Enrollment, Graduates, Teachers, Libraries, Buildings, and Equipment.

LOCATION	ENROLLMENT						In model school
	Normal			Academic			
	Male	Female	Total	Male	Female	Total	
Florence, Class A	121	351	472				175
Jacksonville, Class A	118	154	272				144
Livingston, Class A	25	233	258				82
Troy, Class A	109	221	330	2		2	107
Daphne, Class B	18	32	50	2	8	10	75
Moundville, Class B	25	16	41				133
Montgomery (colored)	84	181	265	89	122	211	198
Normal (colored)	51	44	95	40	52	92	155
Tuskegee (colored)	407	330	737	543	315	858	283
Total White	418	1007	1425	4	8	12	716
Total Colored	542	555	1097	572	489	1061	636
Grand Total	960	1562	2520	576	497	1073	1352

FINANCIAL—RECEIPTS AND DISBURSEMENTS.

LOCATION	Balance from previous year	From State appropriation	From fees and incidentals	All other sources	Overpayment or indebtedness	Total
Florence, Class A	\$ 1888	\$ 20000	\$ 11641	\$ 38879		\$ 72408
Jacksonville, Class A	78	20000	5873	29657		55508
Livingston, Class A	1244	20000	4000	1500		26744
Troy, Class A		20000	5548	93	934	26575
Daphne, Class B	96	5000	649	540		6285
Moundville, Class B	1059	5000	777	1525		8361
Montgomery (colored)	4469	16000	3269	450		24188
Normal (colored)	18	4000	1651	24281		29950
Tuskegee (colored)		4250	15776	295402	18596	334024
Total White	\$ 4865	\$ 90000	\$ 26488	\$ 72094	\$ 934	\$ 193881
Total Colored	4487	24250	20696	320133	18596	388162
Grand Total	8852	114250	49184	392227	19530	584043

NORMAL SCHOOLS.—Continued.

Enrollment, Graduates, Teachers, Libraries, Buildings, and Equipment.

Number of Graduates		Teachers Employed		States represented.	Counties of Alabama represented.	Number of volumes in library.	Value of library.	Value of buildings and sites.	Value of equipment.
Normal	Academic	Male	Female						
Male	Female	Male	Female						
15	55	7	12	5	52	\$ 5279	\$ 7895	\$ 211000	\$ 25975
19	15	5	6	2	46	2500	3000	125000	15000
6	55	5	11	4	41	3000	3500	110000	10000
15	32	10	10	6	55	4800	2700	90000	15000
1	5	4	3	5	9	2500	2500	35000	5000
4	2	3	6	1	2	150	200	10000	1000
7	22	7	20	7	37	750	1000	65000	5500
6	10	15	12	12	41	7500	6750	188300	28000
61	44	127	61	37	43	24894	10514	1242896	235681
50	165	56	48			\$ 19329	\$ 19795	\$ 591000	\$ 71975
74	75	150	94			33144	18264	1476196	269181
134	241	186	142			52473	38059	2057196	341156

FINANCIAL—RECEIPTS AND DISBURSEMENTS.—Continued.

Total	Balance on hand	All other expenses	New grounds and buildings, alterations of old buildings (not repairs)	Repairs and replacement of equipment, insurance and other upkeep charges.	Fuel, water, light, janitors' supplies, and other expenses.	Wages of janitors	Salaries of treasurers	Salaries of other teachers	Salaries of principals
\$ 72408	\$ 268	\$ 46307	\$ 842	\$ 2650	\$ 1416	\$ 500	\$ 18267	\$ 18267	\$ 3000
55508	410	21309	842	3683	3426	1050	16871	16871	2917
26744		1805	400	950	300	300	19989	19989	3000
25575		3908		1111	862	507	17197	17197	3000
6285	36	1132				150	3017	3017	1950
8361	1148	568	113	258	233	126	4315	4315	1800
24183	4954	164	1351	1061	1416	427	12576	12576	2000
29950		5180	840	2026	4328	846	14930	14930	1950
334024		*261695	37528	34801					
\$ 195881	\$ 1862	\$ 74829	\$ 1855	\$ 13652	\$ 5227	\$ 2633	\$ 79656	\$ 79656	\$ 15667
588162	4954	267039	39219	37878	5743	1273	27806	27806	1950
584043	6716	341868	40574	51530	11970	3906	107262	107262	19617

*Including salary of principal, teachers, janitors, fuel, water, light, etc.

UNIVERSITY OF ALABAMA

UNIVERSITY, ALABAMA

October 1, 1917.

Superintendent Spright Dowell,
Montgomery, Ala.

My dear Mr. Superintendent:

I am herewith submitting to you the annual statistical report setting forth the salient facts regarding the University of Alabama.

It will be observed that the session of 1916-17 has marked the most prosperous era in the entire history of the University. At the same time it is, of course, obvious to all that the international situation has brought to the colleges new and critical problems.

We are endeavoring to adjust our work to meet a difficult situation. It is, however, in large degree a matter of finance. Readjustments are always troublesome. The outstanding fact of the present situation is that we are under the necessity of making readjustments at a time when we lack adequate financial resources.

The cost of maintaining the physical plant of a college has enormously increased within recent years. Our salary budget, already ridiculously small, has to suffer increasingly each year in order to make available the money to meet the constantly rising cost of materials and of common labor. Take, for example, the matter of operating the power plant. Supplies are at this time costing one hundred per cent more than they cost one year ago. Labor costs far more. The same is true in the matter of machinery.

The tragedy of the situation is that the teaching staff has to carry the burden. The only commodity in the college market that is as cheap as it was for five years ago is the vital commodity of instruction itself. The teacher must scrimp and suffer. There is nothing in sight to relieve his necessity.

Just what will be the outcome of the situation no man can forecast. I am merely calling attention to the essential problem that has to be solved. The war is likely to bring many unexpected readjustments. It is the duty of all who are engaged in the task of directing the course of our institutions of higher learning to approach the whole great problem candidly and soberly. There is need of a larger understanding of the real facts of the situation. There must be more adequate provision for higher education.

What the colleges need is more money for maintenance. They are clamoring for the bread of life.

The problem in the last analysis is financial. If the colleges are to wait until the large deficit in the State treasury is absorbed, the situation is indeed gloomy. My own conviction is that radical action, perhaps through constitutional enactment, is the one remedy for the trouble.

Believe me,

Very sincerely yours,
GEORGE H. DENNY,
President.

REPORT OF THE UNIVERSITY OF ALABAMA FOR SCHOLASTIC YEAR ENDING JUNE 30, 1917

1. Year of First Opening, 1831.
2. Students and Teachers:

	Students. Teachers.	
a. Department of Arts and Sciences.....	606	36
b. Department of Engineering.....	110	13
c. Department of Law	127	4
d. Department of Education:		
(1) Resident students	206	
(2) Extension students	60	266
		5
e. Summer School:		
(1) Professional Courses (including College Credit)	550	
(2) Certificate Courses	240	790
		44
f. Department of Medicine	45	27
g. Department of Pharmacy.....	8	5
Total.....	1952	134
Less names counted twice.....	224	3
Net totals.....	1728	131

3. Degrees conferred in 1917:
 - a. A. B. Male, 25; Female, 9.
 - A. B. in Education, Male 0, Female 1.

- b. B. S. Male, 21; Female, 7.
 - B. S. in Engineering, Male 5.
 - B. S. in Education, Male 1.
 - c. M. A., Male 5; Female 1.
 - d. M. S., Male 3.
 - e. LL. B., Male 51.
 - f. M. D., Male 20.
 - g. Ph. G., Male 2.
 - 4. Libraries:
 - a. Number of bound volumes, 33,000.
 - b. Number of pamphlets, 16,000.
 - c. Total value of library, \$50,500.
 - 5. Value of scientific apparatus, machinery and furniture, \$131,500. .
 - 6. Value of grounds, \$300,000.
 - 7. Value of school buildings, \$807,318.02.
 - 8. Value of dormitories, \$150,000.
Total value of school properties, \$1,439,318.02.
 - 9. Amount of endowment fund, \$695,811.54.
 - 10. Number of fellowships, 22.
 - 11. Receipts for 1916-17:
 - a. From Students' Fees, \$66,603.32, including board and room rent.
 - b. From productive funds, \$62,634.09, including \$36,000 Constitutional settlement of old State debt.
 - c. From State:
 - For maintenance, \$60,000, including \$5,000 for School of Medicine, \$5,000 for Summer School, and \$25,000 from cashing of warrant issued in 1911 on account of conditional appropriation to School of Medicine.
 - For building, nothing.
 - d. From United States Government, nothing.
 - e. From other sources, \$7,509.75.
- Total receipts, \$196,747.16, including Summer School* and School of Medicine.**

*Treasurer's school receipts include board and room rent.

ALABAMA POLYTECHNIC INSTITUTE

AUBURN, ALA.

October 12, 1917.

Hon. Spright Dowell,
State Superintendent of Education,
Montgomery, Alabama.

Dear Sir:

I have the honor to hand you herewith a report of the work of the Alabama Polytechnic Institute for the year 1916-17.

ATTENDANCE

It is pleasing to record the continual growth in attendance of the Institution, the total attendance for the year excluding all duplicates being 2,127, which is by far the largest attendance in the history of the Institution.

STATISTICS

The enrollment represents:

(a) Three foreign countries—China, Mexico and Brazil.

(b) Eleven states other than Alabama—Georgia, Florida, South Carolina, Tennessee, Mississippi, Louisiana, Texas, North Carolina, Kentucky, Missouri, and New Jersey.

(c) Every county in the State of Alabama, with the exception of two. Some of the larger county delegations are as follows: Jefferson, 103; Lee, 25; Montgomery, 25; Walker, 21; Mobile, 17; Geneva, 17; Marshall, 15; Talladega, 15; Marion, 15; Wilcox, 13; Dallas, 13; Houston, 13; Limestone, 10; Etowah, 10; Escambia, 10; Barbour, 10; Coosa, 9; Pike, 9; St. Clair, 9; etc.

431 of these students are over 21 years of age, approximately 50.7 per cent of the entire registration.

COLLEGE OF ENGINEERING AND MINES

Established 1872.

(Number of Professors and Instructors, 24.)

Electrical Engineering, 157; Mechanical Engineering, 241; Civil Engineering, 45; Architecture, 13; Mechanical Drawing, 241; Descriptive Geometry, 106; Mechanic Arts, 401.

COLLEGE OF AGRICULTURE

(Number of Professors and Instructors, 25.)

Agronomy, 439; Animal Husbandry, 497; Horticulture, 183; Forestry, 40; Chemistry, 491; Chemical Laboratory, 213; Entomology, 45; Botany, 178; Pharmacy, 60.

ACADEMIC DEPARTMENT

(Number of Professors and Instructors, 18.)

English, 676; Political Economy, 68; History, 573; Mathematics, 543; Physics, 460; French, 28; German, 34; Spanish, 72; Education, 162; International Law, 214.

BOYS' AND GIRLS' CLUBS

The report of the boys' and girls' clubs is as follows: Boys' Corn Clubs, enrollment, 3,782; Boys' Four-Crop Club, 490; Boys' Pig Clubs, 2,480; Girls' Canning Clubs, 1,490.

DEPARTMENT OF EDUCATION AND SUMMER SESSION

I beg leave to call special attention to the work of the Department of Education which has proved a success in every particular. The teacher-training thus afforded for the young men and women of the State fills a long-felt want and is equipping a very large number of excellent young teachers to go into the educational field.

The Summer Session of the College held under the auspices of Professor Judd as Director was eminently successful, 544 students being in attendance.

MAINTENANCE

Despite the immense growth of the Institution in attendance and in development of different courses, the College has been unable to secure any additional income from the appropriations made by the Legislature of 1911. It is confidently hoped that when the condition of the treasury will permit, some of the crying needs of the College may be met, chief among which are:

(1) An adequate Veterinary Building, (2) a Chemical Building, (3) an adequate barn for herds, (4) an adequate herd for education of students in Animal Husbandry, (5) Farm Machinery building, (6) ten Instructors in Mathematics, English, Animal Husbandry, Agronomy, and in the fundamental subjects taught by the Institu-

tion. The minimum sum immediately needed for these pressing demands is \$250,000.00.

Respectfully submitted,
CHAS. C. THACH,
President.

REPORT OF THE ALABAMA POLYTECHNIC INSTITUTE FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1917.

1. Year of first opening, 1872.

2. Students and Teachers:

	Students.	Teachers.
a. Academic Departments (required for all courses)	676	18
b. Engineering and Mines.....	525	24
c. Agricultural Sciences	497	25
d. Veterinary Medicine and Surgery.....	174	5
e. Summer Session (1917).....	548	41
Totals excluding all duplicates.....	1478	91
f. Short Summer Courses in Agriculture at the Institution	734	.....
g. School of Practical Agriculture (Boys' Clubs)	125	.....
Grand Totals, excluding duplicates.....	2,337	91
Farmers' Institutes held in the State.....	12	
Total enrollment	637	

3. Degrees Conferred:

	Male.	Female.
a. B. S.	109	4
b. M. S.	4	.....
c. C. E.	2	.....
d. E. E., M. E., and E. M.....	5	.....
e. Ph. G.	13	.....
f. D. V. M.....	17	.....
Totals.....	150	4

Two lecturers.

B. S. in Agriculture, Pharmacy, Architecture, Chemistry, Animal Husbandry, Horticulture, Botany, Engineering (Civil, Mechanical, Electrical, Mining).

4. Libraries:
 - a. Number of bound volumes, 33,550.
 - b. Number of pamphlets, 5,200.
 - c. Total value of library, \$85,000.00.
5. Value of scientific apparatus, machinery and furniture, \$100,000.00.
6. Value of grounds, \$30,000.00.
7. Value of school buildings and plant, \$525,000.00.
8. Value of dormitories, \$40,000.00.
Total value of school property, \$780,000.00.
9. Amount of Endowment Fund, \$284,500.00.
10. Number of Fellowships, 24.
11. Receipts for 1916-17:

a. From Students' fees.....	\$ 16,107.00
b. From productive funds	21,440.00
c. From State:	
For fertilizer inspection, oils, feeds, drugs, etc.....	53,510.43
d. From United States Government.....	27,900.00
e. From other sources	21,265.28
<hr/>	
Total receipts.....	\$140,222.86

The Experiment Station funds are entirely separate from the College income and by law cannot be used in any way for teaching, maintenance, or any College purpose.

ALABAMA GIRLS TECHNICAL INSTITUTE

MONTEVALLO, ALA.

The enrollment for the session 1916-17 was the largest in the history of the school, and was distributed by classes as follows:

Graduates	18
Seniors	70
Juniors	121
Sophomores	107
Freshmen	134
Sub-Freshmen	101
Specials	15
<hr/>	
Total in regular session.....	566
Summer School	290
<hr/>	
Total in regular session and Summer School.....	856
Training School	252
<hr/>	
Grand Total	1,108

Sixty-five counties were represented, and there were eighteen pupils from other states.

There was no building erected during the session. Warrants for half of the appropriation made in 1911 have never been issued. It is sincerely to be hoped that the condition of the treasury in the near future shall be such that these warrants shall be issued and paid. The buildings mentioned in last year's report, viz.: a public hall, library, gymnasium, and academic hall, are sorely needed for the Institute to do the work for which it was designed.

T. W. PALMER,
President.

**STATISTICAL REPORT OF THE ALABAMA GIRLS TECHNICAL INSTITUTE FOR THE YEAR ENDING
JUNE 30th, 1917.**

1. Year of first opening, 1896.

2. Students and Teachers:

	Students.	Teachers.
a. Academic Department	566	17
b. Technical Department	501	19
c. Summer School	290	26
d. Training School	252	5
	<hr/>	<hr/>
Total, excluding duplicates.....	1,108	67

3. Library:

a. Number of bound volumes, 8,698.

b. Number of pamphlets, 768.

c. Total value of library, \$10,000.00.

4. Value of scientific apparatus, \$3,500.00.

Machinery, \$40,000.00.

Furniture (school room), \$8,200.00.

Furniture (dormitory), \$9,600.00.

5. Value of school grounds, \$20,000.00.

6. Value of school buildings, \$75,000.00.

7. Value of dormitories, power house, laundry, barns, infirmary, residences, \$361,400.00.

Total value of school property, \$527,700.00.

8. Receipts for 1916-17:

a. From Students' fees.....\$ 8,916.00

b. From productive funds 18,238.41

c. From State for maintenance..... 36,000.00

Total receipts.....\$63,154.41

ALABAMA SCHOOL FOR THE DEAF AND BLIND
TALLADEGA, ALA.

	White.	Colored.	Total.
Enrollment	304	54	358
Average attendance	275	45	320
Length of term in actual school days.....	180	180	
	Male.	Female.	Total.
Number of teachers employed.....	13	21	34
Value of school properties:			
a. Buildings and sites.....			\$375,000.00
b. School furniture			40,000.00
Total.....			\$415,000.00

FINANCIAL STATEMENT

RECEIPTS

State appropriation	\$ 79,177.50
Insurance and repairs.....	3,000.00
Total.....	\$ 82,177.00

DISBURSEMENTS

Salary of Principal.....	\$ 2,100.00
Salaries of Teachers	22,666.13
Total.....	\$ 24,766.13
Employees' wages	\$12,059.55
Maintenance	41,847.90
Insurance	220.00
Additional land at the School for the Blind.....	176.20 54,303.65
Total.....	\$ 79,069.78

F. H. MANNING,
Principal.

ALABAMA BOYS INDUSTRIAL SCHOOL
EAST LAKE, ALABAMA

1. Enrollment:	Number.
a. Elementary and grammar grades.....	530
b. Secondary grades	22
Total.....	552
2. Average age of pupils, years.....	14 1/3
3. Length of term, days.....	170
4. Average attendance, pupils.....	359
5. Number of teachers:	
a. Male	1
b. Female	5
Total.....	6
6. Value of school properties:	
a. Building and site.....	\$150,525.00
b. Furniture and equipment.....	18,972.65
Total.....	\$169,497.65

ANNUAL INCOME

1. From State funds	\$54,337.50
2. From county appropriations.....	1,200.00
3. From tuition and incidentals.....	1,614.41
Total.....	\$ 57,151.91

JNO. H. CARR,
Principal

NORTHEAST ALABAMA AGRICULTURAL AND INDUS-
TRIAL INSTITUTE

LINEVILLE, ALA.

Enrollment:

Elementary grades	211
High school	103
Total	314

Average attendance:

Elementary grades	160
High school	79
Total	239

Length of session.....180 days

Number of teachers:

Male	3
Female	6
Total	9

Number of graduates:

Male	2
Female	4
Total	6

Number of boarding students:

Clay county	32
Randolph county	7
Tallapoosa county	1
Georgia	1
Total	41

Libraries:

Number volumes	600
Value of books	\$300

Number of buildings owned by city.....	1
Value of buildings and site.....	\$20,000.00
Value of school equipment.....	600.00
Value of laboratory apparatus.....	300.00

FINANCIAL STATEMENT. NORTHEAST ALABAMA AGRICULTURAL AND MECHANICAL COLLEGE

State appropriation	\$2,500.00
Matriculation fees	1,427.50
County board	1,850.00
Town Council	1,000.00
Unpaid warrants	500.00
Balance from previous year	12.37
Other sources	284.11
Total	7,573.98

Salary of Superintendent	1,000.00
Salaries of other Teachers	4,613.00
Jahitors	179.55
Water, fuel, lights, etc.	22.39
Alterations, buildings, etc.	271.42
Indebtedness July 1, 1916	200.00
Teaching supplies	55.79
Other expenses	597.56
Balance on hand	1,273.98
Total	8,673.98

C. G. SHARP
Superintendent.

Number of boarding students:	
Clay county	22
Randolph county	7
Tallapoosa county	1
Georgia	1
Total	31

Libraries:	
Number volumes	600
Value of books	\$300

Value of laboratory apparatus	\$300.00
Value of school equipment	600.00
Value of buildings and site	\$20,000.00
Number of buildings owned by city	1

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE

ALABAMA REFORM SCHOOL FOR JUVENILE NEGRO LAW									
357									
BREAKERS									
NAME OF SCHOOL									
Location									
MT. MEIGS, ALA. County									
Denominational or Private									
Enrollment									
Elementary									
Secondary									
College									
Total									
Average age									
Term—Book Study									
Term—General Industrial									
Number Teachers—School Room									
Number Instructors									
Value of school property									
Land and buildings									
Furniture									
Total									
St. Mary's Academy	Huntsville	Methodist	28	2	20	20	2	20	2
St. Joseph's School	Colbert	Catholic	88	48	100	100	88	114	25
St. Joseph's School	Mobile	Catholic	100	2	100	100	100	100	20
St. Joseph's School	Florence	Catholic	100	2	100	100	100	100	20
St. Joseph's School	Brookside	Catholic	27	2	27	27	27	27	2
St. James Parochial School	Graden	Catholic	27	2	27	27	27	27	2
St. Francis School	Blocton	Catholic	40	40	40	40	40	40	2
St. Catherine's School	Pratt City	Catholic	80	80	80	80	80	80	20
St. Bernard College	St. Bernard	Catholic	111	111	111	111	111	111	20
St. Aloninus School	Bessemer	Catholic	72	72	72	72	72	72	20
Jennie Privett	Oxford	Private	22	22	22	22	22	22	2
Our Lady of Sorrows	Birmingham	Catholic	71	71	71	71	71	71	2
*Orphans' Home	Talladega	Presbyterian	20	20	20	20	20	20	2
Noble Institute	Anniston	Episcopal	12	12	12	12	12	12	20
McGill Institute	Mobile	Mobile	12	12	12	12	12	12	20
The Marion Institute	Marion	Private	12	12	12	12	12	12	20
Mallard Seminary	Kinsey	Private	88	88	88	88	88	88	20
Knot High School	Mobile	Private	44	44	44	44	44	44	20
Madison College	Marion	Private	44	44	44	44	44	44	20
Johnson College	Perry	Private	44	44	44	44	44	44	20
Johnson Normal & Ind. Inst.	Johnson	Private	44	44	44	44	44	44	20
Industrial Sch. & Gardens	Mobile	Mobile	44	44	44	44	44	44	20
Immac. Conception School	Mobile	Mobile	44	44	44	44	44	44	20
Howard College	Birmingham	Private	198	198	198	198	198	198	20
Goodrich School	Huntsville	Private	10	10	10	10	10	10	20
Goodrich Academy	Huntsville	Private	20	20	20	20	20	20	20
Gaylesville Academy	Gaylesville	Private	16	16	16	16	16	16	20
East Rock High School	East Rock	Private	16	16	16	16	16	16	20
Edgar School for Boys	Montgomery	Private	20	20	20	20	20	20	20
Downing Industrial School	Brewton	Private	20	20	20	20	20	20	20
Convent of Holy Land	Mobile	Mobile	20	20	20	20	20	20	20
Louise Convent Seminary	Birmingham	Private	20	20	20	20	20	20	20
Cathedral Boys School	Mobile	Mobile	20	20	20	20	20	20	20
Boothton School	Boothton	Private	20	20	20	20	20	20	20
Margaret Booth School	Montgomery	Private	20	20	20	20	20	20	20
Blessed Sacrament Acad.	Birmingham	Catholic	102	102	102	102	102	102	20
Birmingham College	Birmingham	Methodist	117	117	117	117	117	117	20
Leasie Betty Priv School	Sylacauga	Private	12	12	12	12	12	12	20
Barnes School	Montgomery	Private	12	12	12	12	12	12	20
Baptist College Inst.	Newton	Private	22	22	22	22	22	22	20
Baker Graded School	Mobile	Private	22	22	22	22	22	22	20
Athens College for Y. W.	Athens	Methodist	22	22	22	22	22	22	20
Alphens Orphan Home	Birmingham	Catholic	22	22	22	22	22	22	20
The Margaret Allen School	Birmingham	Private	22	22	22	22	22	22	20
Ala. Presbyterian College	Anniston	Presbyterian	22	22	22	22	22	22	20
Academy of the Visitation	Mobile	Mobile	22	22	22	22	22	22	20

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment						
				Male				Female		
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate
Academy of the Visitation	Mobile	Mobile	Catholic					30	20	
Ala. Presbyterian College	Anniston	Calhoun	Presbyterian		55	22	77		5	
The Margaret Allen School	Birmingham	Jefferson	Private					36	49	
Atheneum Orphans' Home	Birmingham	Jefferson	Catholic	41	9		50	39	16	
Athens College for Y. W.	Athens	Limestone	Methodist					20	76	67
Baker Graded School	Mobile	Mobile	Private	24			24	36	38	
Baptist Collegiate Inst.	Newton	Dale	Baptist	32	76		108	30	67	
Barnes School	Montgomery	Montgomery	Private	50	72		122			
Fessie Berry Priv. School	Sylacauga	Talladega	Private	12			12	14		
Birmingham College	Birmingham	Jefferson	Methodist		96	30	176		1	9
Blessed Sacrament Acad.	Birmingham	Jefferson	Catholic	102			102	117	24	1
Margaret Booth School	Montgomery	Montgomery	Private					7	43	
Boothton School	Boothton	Shelby	Private	40			40	36		
Cathedral Boys' School	Mobile	Mobile	Catholic	73			73			
Loulie Compton Seminary	Birmingham	Birmingham	Private				8	72	146	16
Convent of Mercy Acad.	Mobile	Mobile	Catholic	30			30	40	20	
Downing Industrial School	Brewton	Escambia	Methodist					34	108	
Edgar School for Boys	Montgomery	Montgomery	Private	20	40		60			
Flat Rock High School	Flat Rock	Jackson	Methodist	5	33		38	6	26	
Gaylesville Academy	Gaylesville	Cherokee	Baptist	16	40		56	12	55	
Goodrich School	Huntsville	Madison	Private	50	70		120	48	60	
Greene University School	Athens	Limestone	Private	10	50		60			
Howard College	Birmingham	Jefferson	Baptist			195	195			155
Immac. Concep. School	Mobile	Mobile	Catholic					253	18	1
Industrial Sch'l & Gardens	Mobile	Mobile	Catholic	116	20		136			
Joppa Normal & Ind. Inst.	Joppa	Cullman	Congregational	66	3		69	62	5	
Judson College	Marion	Perry	Baptist						42	176
Knott High School	Mobile	Mobile	Private					80	48	1
Mallalieu Seminary	Kinsey	Houston	Methodist	44	20		64	59	19	
The Marion Institute	Marion	Perry	Private		85	148	233			
McGill Institute	Mobile	Mobile	Catholic	15	75		90			
Noble Institute	Anniston	Calhoun	Episcopal	12			12	38	20	
'Orphans' Home	Talladega	Talladega	Presbyterian	20			20	45		
Our Lady of Sorrows	Birmingham	Jefferson	Catholic	71	4		75	99	7	1
Fennie Privett	Oxford	Calhoun	Private	22			22	8		
St. Aloysius School	Bessemer	Jefferson	Catholic	67	5		72	56	6	
St. Bernard College	St. Bernard	Cullman	Catholic	15	111	15	141			
St. Catherine's School	Pratt City	Jefferson	Catholic	30			30	70		
St. Francis School	Blount	Bibb	Catholic	40			40	45		
St. James Parochial School	Gadsden	Etowah	Catholic	37	1		38	48	5	
St. Joseph School	Brookside	Jefferson	Catholic	27			27	23		
St. Joseph's School	Florence	Lauderdale	Catholic	24	2		26	23	2	
St. Joseph's School	Mobile	Mobile	Catholic	100			100	86	20	1
St. Joseph's School	Sheffield	Colbert	Catholic	65	49		114	55	71	1
St. Mary's Academy	Huntsville	Madison	Catholic	28	2		30	50	2	

DEPARTMENT OF EDUCATION.

16

PRIVATE AND DENOMINATIONAL SCHOOLS—WHITE—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endow- ment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
50	25	25		6		14	6000	\$ 6050	\$ 100000	\$ 3000			\$ 7850		\$ 785
82	22	60	5		7		1000	2000	60000	4000	180	8500			868
85	4	81		11	1	8	3200	3100	60000	4000			10000	3200	1320
106	100	5	2	2		6	500	1500	100000	1000				5160	616
163	109	54		10	3		6000	5000	225000					35248	
98		98		9			500	500	10000						
205	138	67	6	4	2	3	300	250	20000	4000			2700		270
132	22	100	15		7				22500	2500					
26		26				1				25			210		21
186	80	106	10		11		5000	5000	158750	7865		7936	5613	4414	1794
243	73	170				15	400	750	135000	800			6233		623
50		50		10		10	2000	5000	12000	3000			7000		700
76		76				1			1200					810	81
73		73				2							340		34
241	44	197		15		19	1276			25000			21500		2150
90		90		1		4	100						1600		160
142	108	34		20	1	10		905	39860	5548		2500	4000		750
60		60	4		3		500	700	20000	500					
70	41	29	3	2	2	3	100	200	10740	150		1000	587	700	228
123	93	30	2	7	2	3	500	500	20000	800			2153	1000	318
223	80	199	7	6	2	3	300	400	16000	1000			6800		680
60	10	50	8		3		600	600	17000	300		1300	3200		450
360	175	175	14	2	12	4	6000	10000	350000	25000	7500	15000	30000		5250
271	131	140		2			1000								
136	136				6		950	240	75000	200		4200		1365	634
136		136		2	1	3	1200	500	3500	500		250	225		227
217	185	32		37	4	21	6000	8000	200000	30000	2150	500		15000	3260
123		123		7		6	500		9000						
142	48	94			2	2	3200	2000	10000	300	739	265	481	929	111
233	224	9	15		12				150000	7000			83250		8325
90		90	4		5		1000	1000							
70		70		2	1	6	650		20000				3000	780	378
65	65					2	250	200	30000	150	400	12457			1286
181		181				4	60	50	4000	200			730	700	143
30	30					1									
144		144				6			17000	620			850		85
141	141		12		25		8000	12500	100000	6000			25000		2500
150		150				5			2500	350			540	270	81
85		85				3			2000	420			425		42
86		86		2		4	165	350	8000	800			800		80
52		52				2			500	75			280	95	37
51		51				1	50	50	1500	75			250		25
206		206		6		8							800		80
240		240				3			550	200			775	200	97
82		82		1		4	50	75	8000	200			900		90

PRIVATE AND DENOMINATIONAL SCHOOLS—Continued.

RECEIPTS	NAME	SCHOOL	LOCATION	Value of Equipment	Value of Buildings	Value of Grounds	Denomination or Character of School	Teachers	Pupils	Grading	Elementary	Secondary	Total
1897	St. Mary of Loretto Acad.	Montgomery	Montgomery	2000	10000	1000	Catholic	14	14	1	13	1	14
1898	St. Mary's Parochial School	Mobile	Mobile	1000	1000	1000	Catholic	1	1	1	1	1	1
1899	St. Mary's Parochial School	Tusculum	Colbert	1000	1000	1000	Catholic	8	8	1	7	1	8
1900	St. Paul's School	Birmingham	Jefferson	1000	1000	1000	Catholic	8	8	1	7	1	8
1901	St. Patrick Parochial Sch	Mobile	Mobile	1000	1000	1000	Catholic	18	18	1	17	1	18
1902	St. Peter's School	Montgomery	Montgomery	1000	1000	1000	Catholic	8	8	1	7	1	8
1903	St. Vincent's Academy	Mobile	Mobile	1000	1000	1000	Catholic	8	8	1	7	1	8
1904	St. Vincent's Select Sch	Mobile	Mobile	1000	1000	1000	Catholic	1	1	1	1	1	1
1905	Sacred Heart Academy	Cullman	Cullman	1000	1000	1000	Catholic	1	1	1	1	1	1
1906	Sacred Heart Academy	Selma	Dallas	1000	1000	1000	Catholic	12	12	1	11	1	12
1907	Sacred Heart Par. School	Cullman	Cullman	1000	1000	1000	Catholic	10	10	1	9	1	10
1908	Louise Short Hap. Or. Home	Evergreen	Conecuh	1000	1000	1000	Baptist	10	10	1	9	1	10
1909	John H. Sneed Seminary	Boaz	Marshall	1000	1000	1000	Methodist	1	1	1	1	1	1
1910	The Southern University	Greensboro	Fair	1000	1000	1000	Methodist	1	1	1	1	1	1
1911	Spring Hill College	Mobile	Mobile	1000	1000	1000	Catholic	10	10	1	9	1	10
1912	St. Luke's Univ. High School	Montgomery	Montgomery	1000	1000	1000	Private	1	1	1	1	1	1
1913	Thorsby Institute	Thorsby	Chilton	1000	1000	1000	Congregational	1	1	1	1	1	1
1914	University High School	Birmingham	Jefferson	1000	1000	1000	Private	1	1	1	1	1	1
1915	University Military School	Mobile	Mobile	1000	1000	1000	Private	1	1	1	1	1	1
1916	The Wom. College of Ala	Montgomery	Montgomery	1000	1000	1000	Methodist	1	1	1	1	1	1
1917	Miss Woodruff's Priv. Sch	Montgomery	Montgomery	1000	1000	1000	Private	1	1	1	1	1	1
1918	Total			1000	1000	1000		1	1	1	1	1	1
1919				1000	1000	1000		1	1	1	1	1	1
1920				1000	1000	1000		1	1	1	1	1	1
1921				1000	1000	1000		1	1	1	1	1	1
1922				1000	1000	1000		1	1	1	1	1	1
1923				1000	1000	1000		1	1	1	1	1	1
1924				1000	1000	1000		1	1	1	1	1	1
1925				1000	1000	1000		1	1	1	1	1	1
1926				1000	1000	1000		1	1	1	1	1	1
1927				1000	1000	1000		1	1	1	1	1	1
1928				1000	1000	1000		1	1	1	1	1	1
1929				1000	1000	1000		1	1	1	1	1	1
1930				1000	1000	1000		1	1	1	1	1	1
1931				1000	1000	1000		1	1	1	1	1	1
1932				1000	1000	1000		1	1	1	1	1	1
1933				1000	1000	1000		1	1	1	1	1	1
1934				1000	1000	1000		1	1	1	1	1	1
1935				1000	1000	1000		1	1	1	1	1	1
1936				1000	1000	1000		1	1	1	1	1	1
1937				1000	1000	1000		1	1	1	1	1	1
1938				1000	1000	1000		1	1	1	1	1	1
1939				1000	1000	1000		1	1	1	1	1	1
1940				1000	1000	1000		1	1	1	1	1	1
1941				1000	1000	1000		1	1	1	1	1	1
1942				1000	1000	1000		1	1	1	1	1	1
1943				1000	1000	1000		1	1	1	1	1	1
1944				1000	1000	1000		1	1	1	1	1	1
1945				1000	1000	1000		1	1	1	1	1	1
1946				1000	1000	1000		1	1	1	1	1	1
1947				1000	1000	1000		1	1	1	1	1	1
1948				1000	1000	1000		1	1	1	1	1	1
1949				1000	1000	1000		1	1	1	1	1	1
1950				1000	1000	1000		1	1	1	1	1	1
1951				1000	1000	1000		1	1	1	1	1	1
1952				1000	1000	1000		1	1	1	1	1	1
1953				1000	1000	1000		1	1	1	1	1	1
1954				1000	1000	1000		1	1	1	1	1	1
1955				1000	1000	1000		1	1	1	1	1	1
1956				1000	1000	1000		1	1	1	1	1	1
1957				1000	1000	1000		1	1	1	1	1	1
1958				1000	1000	1000		1	1	1	1	1	1
1959				1000	1000	1000		1	1	1	1	1	1
1960				1000	1000	1000		1	1	1	1	1	1
1961				1000	1000	1000		1	1	1	1	1	1
1962				1000	1000	1000		1	1	1	1	1	1
1963				1000	1000	1000		1	1	1	1	1	1
1964				1000	1000	1000		1	1	1	1	1	1
1965				1000	1000	1000		1	1	1	1	1	1
1966				1000	1000	1000		1	1	1	1	1	1
1967				1000	1000	1000		1	1	1	1	1	1
1968				1000	1000	1000		1	1	1	1	1	1
1969				1000	1000	1000		1	1	1	1	1	1
1970				1000	1000	1000		1	1	1	1	1	1
1971				1000	1000	1000		1	1	1	1	1	1
1972				1000	1000	1000		1	1	1	1	1	1
1973				1000	1000	1000		1	1	1	1	1	1
1974				1000	1000	1000		1	1	1	1	1	1
1975				1000	1000	1000		1	1	1	1	1	1
1976				1000	1000	1000		1	1	1	1	1	1
1977				1000	1000	1000		1	1	1	1	1	1
1978				1000	1000	1000		1	1	1	1	1	1
1979				1000	1000	1000		1	1	1	1	1	1
1980				1000	1000	1000		1	1	1	1	1	1
1981				1000	1000	1000		1	1	1	1	1	1
1982				1000	1000	1000		1	1	1	1	1	1
1983				1000	1000	1000		1	1	1	1	1	1
1984				1000	1000	1000		1	1	1	1	1	1
1985				1000	1000	1000		1	1	1	1	1	1
1986				1000	1000	1000		1	1	1	1	1	1
1987				1000	1000	1000		1	1	1	1	1	1
1988				1000	1000	1000		1	1	1	1	1	1
1989				1000	1000	1000		1	1	1	1	1	1
1990				1000	1000	1000		1	1	1	1	1	1
1991				1000	1000	1000		1	1	1	1	1	1
1992				1000	1000	1000		1	1	1	1	1	1
1993				1000	1000	1000		1	1	1	1	1	1
1994				1000	1000	1000		1	1	1	1	1	1
1995				1000	1000	1000		1	1	1	1	1	1
1996				1000	1000	1000		1	1	1	1	1	1
1997				1000	1000	1000		1	1	1	1	1	1
1998				1000	1000	1000		1	1	1	1	1	1
1999				1000	1000	1000		1	1	1	1	1	1
2000				1000	1000	1000		1	1	1	1	1	1

~~PRIVATE AND UNCLASSIFIED—EXCEPT WHERE SHOWN OTHERWISE—U.S. GOVERNMENT~~

[illegible]

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED.

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment					
				Male			Female		
				Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate
Alabama Christian Inst.	Lum.	Lowndes	Christian	31	6	37	39	4	
Barber Memorial Seminary	Anniston	Calhoun	Presbyterian				163	16	
Beloit Union School	Beloit	Dallas	Private	73		73	39		
Burrell Normal School	Florence	Lauderdale	Congregational	85	19	104	111	22	
Calhoun Colored School	Calhoun	Lowndes	Private	732		182	223		1
Camden Academy	Camden	Wilcox	Presbyterian	153	6	159	197	20	1
Camden Bend Mission Sch'l	Camden, R. 1	Wilcox	Presbyterian	109	2	111	137	3	1
Cathedral Creole School	Mobile	Mobile	Catholic	14		14	21		
Central Ala. Institute	W't End, B'hm	Jefferson	Methodist	52	14	66	54		
Centerville Ind. School	Centerville	Bibb	Private	59	5	64	52	15	
East Ala. High School	Opelika	Lee	Baptist	52	18	70	53	22	
Emerson Institute	Mobile	Mobile	Congregational	50	15	65	110	40	1
Eufaula Bapt. Academy	Eufaula	Barbour	Baptist	46	15	55	70	25	
A. E. Europe's Graded S.	Mobile	Mobile	Private	25	10	35	20	10	
mmac. Concep. School	Birmingham	Jefferson	Catholic	80		80	135		1
Knox Academy	Selma	Dallas	Presbyterian	208	12	220	339	30	4
Kowaliga A. & I. Institute	Benson	Elmore	Private	75		75	104		1
Lincoln Normal School	Marion	Perry	Private	120	22	142	213	60	1
Livingston Col. Nor. Ind. I.	Livingston	Sumter	Baptist	60		60	37		
Lomax Hannon Ind. Coll.	Greenville	Butler	Methodist	55	34	89	76	46	1
Miles Memorial College	Birmingham	Jefferson	Methodist	95	35	130	106	70	1
Miller's Ferry N. & I. Sch'l	Miller's Ferry	Wilcox	Presbyterian	184	24	208	191	47	2
Miller Memorial Gram. Sch.	Birmingham	Jefferson	Presbyterian	154		154	212		2
Monroeville Bap. Ind. Coll.	Monroeville	Monroe	Baptist	47	3	50	70	7	
Montgomery Ind. School	Montgomery	Montgomery	Private				343		1
Mt. Meigs Col. Inst.	Waugh	Montgomery	Private	105		105	115		1
Mt. Carmel Institute	Catherine	Wilcox	Lutheran	50		50	75		
North Ala. Bapt. Academy	Courtland	Lawrence	Baptist	55	8	73	63	14	
Oakwood Junior College	Huntsville	Madison	Adventist	35	55		32	74	1
Payne University	Selma	Dallas	Methodist	145	50	10	205	190	90
Peoples Village School	Mt. Meigs	Montgomery	Private	55		55	39		
Prairie Institute	Prairie	Wilcox	Presbyterian	77		77	107		1
Profile Farm School	Jacksonville	Calhoun	Private	65		65	84		
St. Anthony's School	Mobile	Mobile	Catholic	65		65	67		
St. Bernard's School	Mobile	Mobile	Catholic	71		71	69		
St. John the Baptist	Montgomery	Montgomery	Catholic	56		56	59		
St. Joseph's College	Mt. Meigs	Montgomery	Catholic	27	20	47			
St. Patrick's Creole School	Mobile	Mobile	Catholic	18			32		
St. Peter Claver's School	Mobile	Mobile	Catholic	50		50	70		
St. Stephen's School	Fairford	Washington	Catholic	21		21	37		
Selma University	Selma	Dallas	Baptist	68	87	2	162	114	74
Sherman Ind. Institute	Huntsville	Madison	Private	76		76	99		
Snow Hill N. & I. Inst.	Snow Hill	Wilcox	Private	55	72	127	98	39	1
Sou. Ala. Bap. Coll.	Greenville	Butler	Baptist	55		55	71		
Stillman Institute	Tuscaloosa	Tuscaloosa	Presbyterian	23	21	44			
Street Man. Tr. School	Richmond	Dallas	Private	97		97	103		1

DEPARTMENT OF EDUCATION

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PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED—Continued.

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS				
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endowment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources	Total Receipts
99	15	55		2	1	5	500	\$ 200	\$ 7500	\$ 250			\$ 366	\$ 2942	\$ 33
179	176	3		18	1	11	900	200	50000		5500	50000	7931		644
162		162	1	2	1	5	25	15	2500	250			80	1300	12
247	2	245	3	5	1	8	600	400	10000	1500		3000	800	100	89
405	92	313	7	11	7	18	3353	2500	51943	42364	4920	64770	2826	710	732
386	31	355		2	2	7			10000	500			100	3500	26
251		251	1	2	2	4	50		2500	250			75	2500	25
35		35	1	1		2							45	275	2
159	87	92		2	3	8	1000	800	26000	6100			870	7182	80
181	20	111			1	2	375	375	6000	400			180	795	9
150	10	140			1	2	300	350	2500	106		10	256	48	3
216		216	3	9	3	7	850	900	27600	5400			2407	3997	64
150	40	110		3	1	2			2000				600	450	10
65		65	2	4	1	3				40			765		7
213		213	1	4		4			12000	500		820	200	75	10
639		639	1	5	2	15	300	75	30000	4000		3375	1417		106
179	7	172			3	6	868	216	20319	4192		5000		3664	89
415	45	370	2	8	1	15		500	30000	3000	1000	6000	1200	700	89
147	14	133		2	1	1	25	12	5000	800			125	400	5
221	63	158	3	2	3	5	510	510	60000	1200		2375	725		31
310	56	254	11	3	5	6	300		70000	3605		1240	3450	6089	127
446	170	276	5	8	7	18	600	300	30000	10000		500	400	11500	124
356		356	2	9	2	5			12000	400		1425	415	32	18
127	22	105	3	2	1	2			2500				407	558	10
343		343		16		10	1300		21500	4500	300	6500	1200		80
220	10	210	3	3	1	5	1000		20000	700					
125		125				2			200				50	480	5
150	25	125			2	3	40	64	10000	400		1100	722	619	24
207	185	72	4	7	3	6	450	100	54674			10907		7169	180
490	90	400	24	30	4	9	350	275	50000	1000		450	500	5000	50
175	18	157			2	4	160	75	15000	400			333	4692	60
184	48	136	3	3	4	5			12075	2000			117	3952	40
149	7	142			1				250	80		142	180	157	4
132		132				3									
140		140				2									
125		125		2		3			25000	1000			225		2
47		47			4		300	250	40000	500		4000	800	2000	68
50		50		4		1							72	123	2
120		120		1		3							229	100	3
58		58				1									
340	101	239	6	7	7	10	1000	500	75000	1000		8532	6952	1813	172
175	2	173			2	3	2468	500	7000	600			42	1632	16
344	128	216	9	9	10	12			40589	17717	1415		1907	18248	215
128		128	1	6	2	2			2000	150			500		5
44	36	8	3		3		2000	2000	50000	500		200	450	5900	65
208	2	208		2	3	4	50	50	10837	1157		3250	100		33

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED—Continued

NAME OF SCHOOL	Location	County	Denominational or Private	Enrollment					
				Male				Female	
				Elementary	Secondary	Collegiate	Total	Elementary	Collegiate
Talladega College.....	Talladega ..	Talladega.....	Congregational	170	69	57	296	196	101
Thomaston Institute.....	Thomaston..	Marengo.....	Baptist.....	97			97	97	
Thomasville High School ..	Thomasville..	Clarke	Methodist	40	10		50	76	25
Thomasville Normal School.	Thomasville..	Clarke.....	Baptist.....	76	4		80	84	15
Trinity School	Athens	Limestone ..	Congregational	86	2		88	156	2
Union Springs Nor. Sch'l.....	Union Springs	Bullock	Baptist.....	76	28		108	126	47
Zion Institute.....	Mobile	Mobile	Methodist	100	11		111	106	5
Totals.....				4011	689	72	4772	5639	1031

DEPARTMENT OF EDUCATION.

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED—Continued

Enrollment— Grand Total	Pupils		Graduates		Teachers		Libraries		Value of Buildings and Sites	Value of Equipment	RECEIPTS			
	Boarding	Day	Male	Female	Male	Female	Number of Volumes	Value			From Endowment Fund	Benefactions and Bequests	Tuition and Incidentals	From all other Sources
623	220	403	19	24	14	26	16058	16058	244126	47476	7500	7520	6468	4000
194	2	192				2			6000	100			160	250
150	15	135	1	7	1	8	300	200	2500	50			400	500
179	80	149	1	3	3	1	500	200	6000	100			150	400
252		252	1	4		9	500	200	17000	1000		2867	1089	100
275	56	219		3	1	3	50	25	4500	300		900	500	
225		225	3	2		3			2500	500			650	250
11528	1755	9773	124	240	118	293	39482	\$ 29500	\$1198182	\$167837	\$22538	189883	\$ 49699	\$105298

AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND
BONUS, POLL TAX, COUNTY TAX, DOG TAX, RURAL SCHOOL-
HOUSE FUND AND RURAL LIBRARY FUND.

	Balance from previous year.....	Three mill tax and State appropriation.....	Bonus for levy- ing special county tax.....	Poll tax.....	County tax.....	Dog Tax.....	Rural school- house fund.....	Rural library fund.....
Autauga	\$	\$ 18,544.82	\$ 1,000.00	\$ 786.00	\$ 4,098.97	\$	\$	\$ 110.00
Baldwin	1,829.96	20,065.02	1,000.00	906.00	24,556.98	.....	1,675.00	40.00
Barbour	315.76	84,756.90	.....	1,476.00	.....	.....	.....	10.00
Bibb	756.54	28,122.86	1,000.00	1,615.50	4,948.47	.....	.....	240.00
Blount	477.00	28,821.56	1,000.00	2,701.50	5,132.72	.....	470.00	.....
Bullock	288.97	84,430.84	.....	637.50	.....	.....	.....	10.00
Butler	37.35	84,192.46	1,000.00	1,545.00	5,812.35	.....	849.19	60.00
Calhoun	466.01	42,691.94	1,000.00	3,187.50	14,673.80	.....	850.00	40.00
Chambers .....	.11	39,020.84	1,000.00	2,155.50	7,770.68	.....	1,117.00	280.00
Cherokee	473.45	19,253.98	.....	1,873.50	.....	.....	672.00	70.00
Chilton	143.36	22,580.34	1,000.00	2,392.50	5,867.01	.....	200.00	.....
Choctaw	1,221.59	20,741.80	1,000.00	822.00	4,009.06	.....	588.41	20.00
Clarke	2,769.92	30,167.40	1,000.00	1,810.87	4,580.87	.....	751.25	30.00
Clay	265.24	20,892.50	1,000.00	2,512.50	3,683.41	.....	600.00	30.00
Cleburne	140.72	13,368.46	1,000.00	1,243.50	2,675.47	.....	350.00	40.00
Coffee	931.47	27,808.26	1,000.00	2,419.50	5,193.10	.....	461.24	.....
Colbert	29.21	26,040.96	.....	1,411.50	.....	.....	2,325.00	.....
Conecuh .....	.....	22,213.18	1,000.00	1,120.50	4,903.28	.....	1,050.00	20.00
Coosa	171.84	17,220.90	1,000.00	1,225.50	2,716.43	466.05	400.00	.....
Covington	800.61	36,220.06	.....	3,465.00	.....	.....	1,477.50	20.00
Crenshaw	155.68	22,785.84	1,000.00	1,659.00	3,695.03	.....	252.50	.....
Cullman	463.67	30,205.76	1,000.00	4,122.00	6,893.11	.....	1,400.00	20.00
Dale .....	.....	22,226.88	1,000.00	1,833.00	5,302.64	.....	140.00	40.00
Dallas	2,012.77	52,923.10	.....	1,446.00	.....	.....	.....	40.00
DeKalb	575.42	30,529.08	.....	3,121.50	.....	809.27	490.00	.....
Elmore	69.66	28,906.97	1,000.00	1,891.50	5,449.47	.....	400.00	40.00
Escambia	168.74	21,136.36	1,000.00	1,269.00	21,051.12	.....	2,900.00	140.00
Etowah	860.58	38,009.28	.....	3,085.50	.....	.....	242.50	30.00
Fayette	2,116.54	19,103.28	1,000.00	1,657.50	3,445.06	.....	.....	.....
Franklin	83.35	18,667.62	1,000.00	2,245.50	4,039.63	.....	150.00	10.00
Geneva	51.28	27,531.52	.....	1,797.00	.....	510.87	.....	.....
Greene	2,170.84	17,727.80	.....	423.00	.....	.....	.....	.....
Hale	14.54	29,504.32	.....	747.00	.....	.....	450.00	.....
Henry	114.92	20,834.82	.....	1,275.00	.....	.....	1,275.00	.....
Houston	1,409.45	31,978.48	1,000.00	1,885.50	7,662.98	.....	300.00	30.00
Jackson	4,394.42	29,646.23	.....	2,106.00	3,716.18	.....	100.00	100.00
Jefferson	787.48	206,779.58	1,000.00	17,953.50	226,940.06	.....	1,920.00	280.00
Lamar	5.77	19,221.10	1,000.00	1,392.00	3,801.64	485.93	100.00	.....
Lauderdale	10.51	33,219.76	1,000.00	2,875.50	6,685.57	1,338.00	4,566.70	10.00
Lawrence	94.88	22,184.29	1,000.00	1,713.00	4,009.56	.....	300.00	40.00
Lee	24.32	32,238.84	.....	1,315.50	.....	1,077.65	500.00	40.00
Limestone	566.85	27,527.76	.....	2,154.00	.....	2,232.98	4,159.05	30.00
Lowndes	105.91	29,263.20	.....	478.50	.....	.....	600.00	10.00
Macon	1,294.49	24,980.58	1,000.00	486.00	5,106.64	.....	50.00	.....
Madison	468.30	42,853.60	1,000.00	2,293.50	13,724.92	.....	4,400.00	130.00

**AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL FUND,
BONUS, POLL TAX, COUNTY TAX, DOG TAX, RURAL SCHOOL-
HOUSE FUND AND RURAL LIBRARY FUND.—Continued.**

	Balance from previous year	Three mill tax and State appropriation	Bonus for levy- ing special county tax	Poll tax	County tax	Dog Tax	Rural school- house fund	Rural library fund
Marengo	2.10	24,787.04	1,000.00	1,039.50	5,970.88		109.01	
Marion	205.23	20,796.60	1,000.00	2,292.00	3,962.22	619.50	329.00	10.00
Marshall		31,085.80	1,000.00	3,282.00	5,013.42			
Mobile		67,445.10	1,000.00	4,296.00	138,145.08		300.00	10.00
Monroe	2,152.04	26,536.90	1,000.00	1,096.50	4,502.12		757.50	
Montgomery	885.58	60,599.84		3,025.50			450.00	60.00
Morgan	2,508.11	33,071.80	1,000.00	3,598.50	5,055.00		2,600.00	20.00
Perry	1,604.24	31,180.86		808.50				
Pickens		28,098.70	1,000.00	1,549.50	4,063.03	364.00	1,600.00	
Pike	116.98	30,696.22		1,968.00			250.00	
Randolph		25,601.18	1,000.00	2,284.50	4,426.27		4,066.50	70.00
Russell	59.90	28,123.36		523.50			600.00	50.00
Shelby	1,098.45	24,958.66	1,000.00	1,921.50	3,823.32	323.49		120.00
St. Clair	2,554.40	23,287.26	1,000.00	1,840.50	6,665.35	513.50	712.77	120.00
Sumter	6.52	32,781.86		591.00			300.00	
Talladega	10,106.35	37,478.16	1,000.00	1,984.50	12,360.58			40.00
Tallapoosa	5.06	32,060.74	1,000.00	2,257.50	7,171.48	615.75	160.00	10.00
Tuscaloosa		46,009.98	1,000.00	2,851.50	16,502.13		1,206.25	100.00
Walker	5,956.17	36,526.94	1,000.00	4,641.00	12,470.99		130.00	50.00
Washington	246.50	13,105.42	1,000.00	748.50	2,979.47			30.00
Wilcox	444.68	32,027.60		681.00		559.88		
Winston	4,194.01	14,319.16	1,000.00	1,560.00	2,319.48		50.00	10.00
Totals	\$53,735.30	\$2,136,681.31	\$45,000.00	\$140,873.87	\$662,057.43	\$9,916.87	\$51,093.37	\$2,630.00

**ANNUAL REPORT OF THE STATE BOARD OF EXAMINERS FOR TEACHERS FOR YEAR ENDING
SEPTEMBER 30, 1917**

	Total Number of Applicants	CERTIFICATES ISSUED					Rejections, Total	Per Cent Passed	Per Cent Rejected
		Life	First	Second	Third	Total			
*Per cents passed and rejected are based upon certification by examination only.									
December 20, 1916:									
White	1662	18	28	155	319	520	1142	31	69
Colored	811	2	5	26	234	267	544	33	67
Validations	15		15			15			
Extensions	114		11	32	71	114			
Certificates by Graduation	46		46			46			
Total	2648	20	105	213	624	962	1686	*32	68
April 18, 1917:									
White	2720	42	75	402	650	1169	1551	43	57
Colored	847	3	2	94	352	451	396	53	47
Validations	13		12	1		13			
Extensions	132		14	58	60	132			

Certificates by Graduation		263	263	263	263	263	263	263	263
Total		3975	45	366	555	1062	2028	1947	*45
July 18, 1917:									
White		2592	60	160	449	461	1130	1462	44
Colored		886	1	1	91	271	364	522	41
Validations		29		27	1	1	29		
Extensions		332		35	131	166	332		
Certificates by Graduation		100		100			100		
Total		3939	61	323	672	899	1955	1984	*43
Total White		7931	120	784	1203	1670	3777	4155	40
Total Colored		2631	6	10	237	915	1168	1462	42
Grand Total		10562	126	794	1440	2585	4945	5617	*41
									59

FINANCIAL STATEMENT OF THE STATE BOARD OF
EXAMINERS, OCTOBER 1, 1916, TO
SEPTEMBER 30, 1917

RECEIPTS

Income from fees by applicants for teachers' certificates...\$14,406.91

DISBURSEMENTS

Postage, printing, clerical service, etc.....	\$ 7,722.43
Conductors of examinations in the several counties.....	3,006.40
Salaries State Board of Examiners.....	3,600.00
<hr/>	
Total.....	\$14,328.83
Net Income for the year.....	78.08
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Total.....	\$14,406.91

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pp. 7-83. see pp. 3-4.)

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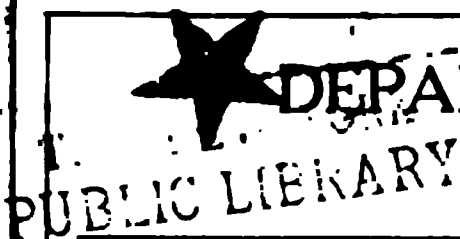
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DEPARTMENT OF EDUCATION

STATE OF ALABAMA

ASTOR, LENOX
TILDEN FOUNDATIONS

ANNUAL REPORT

FOR THE

SCHOLASTIC YEAR ENDING SEPTEMBER 30, 1918



PART I.

SPRIGHT DOWELL
Superintendent of Education

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December 9, 1918.

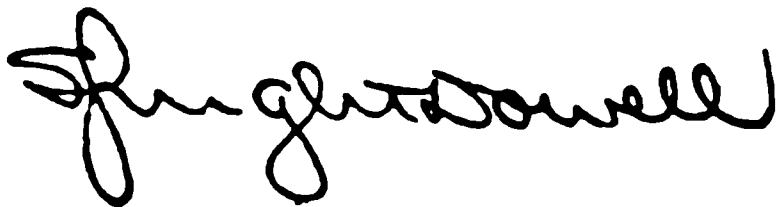
To His Excellency,
CHARLES HENDERSON,
Governor of Alabama.

DEAR SIR:—In accordance with law, I am herewith submitting the annual report of the Department of Education for the year ending September 30, 1918.

Speaking for the Department and for the public school forces of Alabama, I wish to assure you that we deeply appreciate the genuine interest you have uniformly shown in the educational affairs of the State.

The statistics for the year, conditions considered, give unmistakable evidence of healthful progress and bear convincing testimony to the very efficient work of my predecessor, Hon. William F. Feagin whom, through your courtesy, I succeeded.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "J. G. Russell". The signature is fluid and elegant, with a large initial "J" and a long, sweeping underline.

Superintendent.

INTRODUCTORY STATEMENT



THE purpose of the report which follows is to acquaint the people of the State with its educational history, for the year which closed September 30, 1918, to discuss the more potent defects in its public school system, and to suggest desirable and feasible means of improvement. There is the further reason, of course, of setting out in statistical fashion the facts and figures which are generally recognized as indicating the merits of a State school system and which may be used as a basis of comparison. Inasmuch, however, as the Legislature of Alabama meets quadrennially and is to convene in the near future, and for the further reason that educational standards and machinery are being recast everywhere to meet new conditions, the emphasis in this report is placed upon the discussion of the educational status of Alabama, and means and methods of improving it.

For the convenience of the reader, some general principles that are maintained in the report are given below, and with each a reference indicating the pages where the discussion of the particular topic is to be found.

Following this general statement of particulars are some recommendations which should be translated into law in the interest of making our school machinery as efficient as possible under our present constitution, and in the light of the present attitude of the public toward education. Underneath it all is the big purpose to give to the boys and girls of Alabama as nearly as practicable such facilities and opportunities as they deserve in the new era which is already beginning. That should be the first great concern of every patriotic Alabamian and in

that spirit, and that spirit only, has this report been prepared.

1. That education is the biggest and most important business in which the State is engaged. (pp. 11-12.)

2. That the war has tremendously increased the importance of the school and its claim upon popular favor. (pp. 13-15.)

3. That the public school is the agency, par excellence, for training democrats. (pp. 17-19.)

4. That our educational machinery must be co-ordinated and unified. (pp. 20-26.)

5. That all the educational agencies of the State should establish more friendly and co-operative relations. (pp. 123-124.)

6. That Alabama's educational program should be enlarged to include vocational training for all boys and girls. (pp. 29-30.)

7. That stronger measures for the removal of illiteracy must be adopted. (pp. 67-68.)

8. That better leadership and better teaching must be secured. (p. 20.)

9. That better buildings and equipment must be provided. (pp. 19-20.)

10. That longer school terms should be offered. (pp. 27-28.)

In the light of the above facts, it is recommended that the Legislature of Alabama:

1. Pass a law making the Smith-Hughes vocational act operative, carrying the necessary appropriation to match, dollar for dollar, the Federal funds available for Alabama. (pp. 52-60.)

2. Provide better facilities for the training of teachers at our Class A Normal Schools whose only function is to train teachers for elementary schools. (pp. 119-122.)

3. Consolidate and enlarge the work of the Board of Examiners, Institute Conductors, Reading Circle Board, under one board with sufficient authority to stimulate and promote the professional training of teachers in service. (pp. 73, 75, 88.)

4. Strengthen the compulsory attendance law by revoking most of the exemption privileges, by making possible at least a minimum term of six months in all counties, by permitting a longer time limit in counties and towns that desire it, and by making the law articulate with kindred legislation, as for example, the Child Labor Law. (pp. 27, 28, 32.)

5. Amend the rural schoolhouse law so as to make possible more liberal aid; the employment of expert help in drawing plans, in preparing bills of material; and in the inspection of State aided projects. (pp. 47, 48.)

6. Prescribe more explicit machinery for creating school districts, for making the same a matter of record, and for giving authority to districts to issue bonds for building purposes. (pp. 38, 40.)

7. Make it possible for the State Department of Education to employ an inspector of secondary schools. (pp. 114-115.)

If, as is generally believed, the Legislature will meet in split session, with a short opening period, a lengthy recess, and a later relatively long session in which the greater volume of business will be transacted, it is highly desirable that the following procedure in educational matters be adopted:

1. That a law be passed making it possible for Alabama to take advantage of the benefits to accrue to the State from the Smith-Hughes vocational act, this law to provide the necessary machinery for making effective the teaching of vocational agriculture, trade and indus-

try, and home economics to pupils of secondary age in Alabama, and for the preparation of teachers of these several subjects. The Alabama Legislature must act within sixty days or forfeit its right, and the Federal fund must be matched dollar for dollar.

2. That a law be passed providing for a commission of from three to five of the most worthy and able men in the State to investigate the entire school system of Alabama—that this commission be provided with a sufficient amount of money to call to its assistance experts in the following fields of education: primary, elementary, secondary, normal school, higher learning, vocational, physical, general administration, and such other departments as will make it possible to make an exhaustive study of conditions under expert direction, in order to secure the most intelligent and constructive suggestions as to ways and means of eliminating duplication, of avoiding waste, and of making the entire school system of Alabama a unified, efficient and serviceable agency for the training of boys and girls.

GENERAL STATEMENT



THE year comprehended by this report has been exceedingly tense and eventful. The dramatic incidents and the various activities at home and abroad directly resulting from the war have tended to call the attention of the public away from the more commonplace and routine matters. This tendency has been largely checkmated in so far as the public schools are concerned by the fact that our army had to be supported and in order to do this every agency which looked toward enlisting the efforts and sympathy of the people had to utilize the school machinery.

It can be truly said that there never was a time in the history of the world when the value of an education appeared so real. The government in every conceivable way has over and over again placed the emphasis upon education in unmistakable terms. The disadvantage to the government and to the individual of the great number of illiterate men who have been called into service, the heroic efforts that have been made to give them training adapted to their needs, the choice of college-bred men for the leading places of responsibility in all fields of service, the exclusive use of college men in special branches of the service, the organization of student army training corps, in fact, the entire course of events bears eloquent testimony to the fact that education is the most potent influence in a democracy when its existence is jeopardized and when its resources are to be mobilized in a minimum time and with a maximum of efficiency. It is a pretty safe conclusion that when the war has been won and the nation's equilibrium restored, the worth of education as the most vital force for fashioning and

refining the democracy that men are ready and willing to die for, will be universally recognized.

The national policy has been well stated by the United States Commissioner of Education, Dr. P. P. Claxton: "The President of the United States and all who are most closely connected with him in the administration of the Government, and who are therefore most responsible for the conduct of the war, have frequently expressed the opinion that all schools—elementary schools, high schools, colleges, and universities—should be kept up to their normal standards of efficiency during the war; that school-attendance and child-labor laws should be rigidly observed; and that all boys and girls who are prepared for it and can possibly do so should attend high school or college as a patriotic duty unless called for some service which can not be done so well by others.

"So frequently have they expressed this opinion and so constantly have they urged in effect, as the President has urged in so many words, that 'no boy or girl should have less opportunity for education because of the war,' that this has come to be known as the policy of the administration on this subject.

"I wish to impress upon all school officers and teachers and upon all men and women of influence in their states and local communities the importance of doing all they can to make all the people understand this policy and to create such sentiment for it as will compel the fullest possible compliance with it. For this, a higher sense of devotion to duty will be necessary than would be needed in normal times, because of the many temptations for other forms of service which are for the time more attractive."

The American attitude has been further defined by President Wilson himself in the following very pertinent letter:

31 July, 1918.

“MY DEAR MR. SECRETARY:

I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools, or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the support of the schools and for the maintenance of attendance upon them, and trust that you may have the co-operation in this work of the American Council of Education.

Cordially and sincerely yours,

(Signed) WOODROW WILSON.”

HON. FRANKLIN K. LANE,
Secretary of the Interior.

This evaluation of the importance of keeping educational facilities and opportunities maximally efficient is not peculiar to America.

Dr. John H. Finley, Commissioner of Education of New York State, in his Report on French Schools in War Times declares France's message to America to be as follows:

"Do not let the needs of the hour, however demanding, or its burdens, however heavy, or its perils, however threatening, or its sorrows, however heart-breaking, make you unmindful of the defense of tomorrow, of those disciplines through which the individual may have freedom, through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a safe but a happy place for them."

The attitude of England is admirably stated in the Report of the English committee on juvenile education in relation to employment after the war:

"Any inquiry into education at the present juncture is big with issues of national fate. In the great work of reconstruction which lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race; and in the realization of each and all of these, education with its stimulus and discipline, must be our standby. We have to perfect the civilization for which our men have shed their blood and our women their tears; to establish new standards of value in our judgment of what makes life worth living, more wholesome and more restrained ideals of behavior and recreation, finer traditions of co-operation and kindly fellowship between class and between man and man. These are tasks for a nation of trained character and robust physique, a na-

tion alert to the things of the spirit, reverential of knowledge, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost."

This international concern about schools is not to be wondered at when we recall the part that education has played in precipitating the present world conflict, which is the logical outcome of the Prussian system of education. When the victorious legions of Napoleon entered Berlin in 1806 the future of Germany was never so gloomy, but before these legions were withdrawn seven years later the foundations of an educational system had been laid that would some day make Germany a contender for "a place in the sun." The philosopher Fichte, among others, boldly declared in a series of addresses to the German people that the hope of Germany lay in her schools, that the laws of Germany would be framed by powers who would ignore her, that these laws would be administered by the representatives of foreign courts, that the people should go actively to work for the rehabilitation of their country, that the only hope of Germany and of the German people lay in education.

There were two theses in his addresses which were significant:

1. Every boy and girl in Germany from the kindergarten through the university must be taught to love the fatherland supremely.

2. Every boy and girl in Germany must learn to serve the fatherland most efficiently.

The spirit of these addresses was caught up throughout all Germany, schools were established, courses of study planned and the whole school program arranged so as to emphasize these new national ideals. So comprehensively was the work of molding sentiment carried on that every boy and girl were set singing the songs

that breathed the new hope for the fatherland. In this way the seeds were sown which later flowered into the bigoted notions that the people of Germany were the greatest people in the world, that the house of Hohenzollern was the flower of Germany and should dominate Germany and the world, and that it was their duty to do so by force. These national ideals were further elaborated and strengthened by Bismarck, the parliament tamer, and the scientists of Germany who accepted the Darwinian theory of evolution, namely, that all animate life is engaged in a struggle for survival and advantage, that the fit survive, the unfit are crushed out, that the only value of the weak is to serve as a stepping stone upon which the strong may rise. It is here we find the explanation of the German philosophy that war must come from time to time to keep men from becoming effeminate and the stock from deteriorating.

The notion that the seeds of this war were sown in 1871 is only a half truth, for long before the educational system of Germany had begun to function in such a way as to fortify the rulers in their false assumptions of superiority and of rule by divine right and the masses in their willingness to become submissive vassals. The two principal types of schools in Germany are the *volksschulen* and the *gymnasium*. The former comprehends eight grades and is for the common people. Their children can never get the benefit of a high school education at all and are condemned to the lower walks of life in the most abject and submissive fashion. The latter type of school is for the ruling classes. It carries with it every avenue to preferment as well as to higher training and nurtures the delusion that its students are foreordained by heaven to dominate not only Germany but the world.

It is just this scheme of education in one form or another which has been given to the boys and girls of Germany that has resulted in foisting upon a civilized world

the present incomparable struggle for existence. From the standpoint of being able to do what it was intended to do, the German school is perhaps the most efficient machine the world has ever seen. The tragedy of it is that the motive is wrong and consequently the product is base.

While education brought on the war, it is hardly too much to say that education in the last analysis will make possible the winning of the war. This is peculiarly true in the case of America. Her ideals and traditions are democratic. Democracy here is a living, growing, expanding thing, and this growth has been largely the result of her educational system. The American public school is the finest experiment democracy has ever made and but for the work of this institution America probably would never have entered the war. From one point of view, therefore, education is on trial on the fields of France. The American system, while lacking the efficiency of the German system in the mechanical nicety of the product has at the same time inbred into our people national ideals and standards which revolted against the inhuman practices of Germany and made it necessary from a humanitarian standpoint for America to join the Allies.

Perhaps the finest evidence of the worth of public education of the American type has been demonstrated in the wonderful rapidity with which the American people have been able to readjust themselves or rather convert themselves from a peaceful, liberty-loving country into the most formidable and powerful fighting nation in the world, and in such a brief space as staggers the imagination. It is not contended that our public school system has met the needs of democracy adequately, for despite the prowess of the American soldier, two glaring defects for which the schools and therefore our government must plead guilty have appeared:

1. Thousands of drafted men have been found to be physically unfit for service.

2. A surprisingly great number of men who registered have been found to be illiterate.

Public health and public education are necessary concomitants of a great democracy and since the school is the only institution that is absolutely democratic, it is clear that the taxpayers and lawmakers of America and of the States and local communities have not realized fully the duty that democracy owes to provide free universal education adapted to the needs of the individual and of the government.

There can be no doubt of the outcome of the struggle between democracy and autocracy. The world will be made safe for democracy but the victory will be made enduring only in the event that democrats now and forever are trained in such a way as to keep democracy safe for the world. This war is not of supreme moment to men and women as such, or even to the soldiers in the line of battle. They have an opportunity to serve their country nobly and the way they are responding to the opportunity merits the highest encomium we can give. After all, this battle is not one of present conquest but of future supremacy, a supremacy that means for the boys and girls that are coming on a fair chance in the world, without which no future would be worth while. It becomes our government and our people, locally and individually as well, to realize, as they doubtless will, that the school is a democracy in miniature and that the future of this country, and therefore of democracy, depends to the very fullest degree upon the character, quality, and amount of educational opportunity that is given to those who must carry on the business of the world. As costly as the war may prove and as terrible as are its tragedies, democracy can afford it if democracy is made more intelligent and worthy thereby. There are

a few conceptions that the public should and doubtless will arrive at as a result of the war, which give promise for the future.

1. A TRUER APPRECIATION OF THE VALUE OF MONEY.

America alone is spending during the current year something like twenty-five billions of dollars for the prosecution of the war, an amount three times as large as the total cost of the war between the States and probably as great in the aggregate as the combined cost of all wars prior to the twentieth century. No patriot would for a moment question the wisdom of expending this amount of money and many times as much, because we believe that we are fighting for the defense of the world, but it must appear that it is an incongruous thing to spend twenty-five billions for a war that is to make the world safe for democracy, while we annually spend at the present rate only one-fortieth as much in training democrats to be the right kind of citizens in the world. In other words, the taxpayer and lawmaker will be blind indeed if they cannot see that we must apply the same sort of business sense in financing our schools that we are now employing in providing funds with which to finance the war.

2. A GENUINE APPRECIATION OF MODERN EQUIPMENT WITH WHICH TO WORK.

The new types of machines of every description that are daily being devised and used for purposes of destruction and defense in the present war are wonderful, in fact marvelous. The startling creations, the matchless skill, the cunning device, the delicate adjustment, and the deadly effect keep us in constant wonderment and expectation. Certain it is that more than ever before the instruments of offense and defense in war are being worked out in the laboratory of the scientist and with minute and exhaustive nicety. So great and so wonder-

ful are these products and so thoroughly is science being exploited that it is hardly too much to say that the outcome of the war will be largely determined thereby. No patriotic citizen for a minute questions the wisdom of spending fabulous sums of money if we can only procure for our men the slightest advantage by providing them with a better means of protection on the one hand or of destruction on the other. Is it not plausible that if we are to realize upon the new opportunity that confronts democracy, we must exercise the same sort of business sagacity in providing for our children, the future exponents and champions of democracy, the most modern school buildings, equipment, and machinery with which to make them most efficient?

3. A LOFTIER CONCEPTION OF DEMOCRACY.

Whatever we may think about this war, it has clarified our notions of government, of our obligations to our country and of the obligations of our country toward us. It has been definitely stated in the words of our President that we are fighting not for indemnity, not for any increase of territory, not for any selfish ambition, but to make liberty and freedom a world-wide possession. Democracy has been re-defined and the school which is a democracy in miniature must have its ideals likewise modernized. This means that the course of study including both content and intent must be enlarged in scope to meet the needs of those upon whom are to devolve the duty of discovering for the world what is best in the physical, economic, social, and spiritual realms of life. In order that the school may measure up to this demand, better teachers must be trained. This means the provision of better opportunities for training and better supervision and direction.

Since democracy is a living, growing, dynamic thing, the school must likewise continually re-organize and re-

cast itself in order to justify its existence. It is generally conceded that as a result of the war, all our institutions, economic, social, and religious, will have to undergo a process of readjustment and perhaps redirection. This means, of course, that our whole body politic, both individually and collectively, will of necessity never be the same either in spirit or outlook. We shall break away from old moorings, get out of old ruts, abandon outworn creeds. Among all this storm and stress it is evident that the school must undergo a searching period of examination and self-scrutiny in order to fit into and keep pace with the new conditions that the close of the war will usher in.

A purposeful and deliberate study of the national tendency in education shows a very decided bias throughout the United States to break away from the traditional elementary course of study of eight grades. It can be demonstrated by a study of our educational history, particularly the writings of Horace Mann, that the German *volksschulen* is the prototype of the elementary school in America. In Germany there are two leading types of schools, the *gymnasium* and the *volksschulen*, the former for the training of leaders, the latter for the common people. It was quite natural, therefore, that when America came to set up an institution for the education of all the children and since the school for the masses was so well established in Germany that the pattern should have been copied in this country.

There is one essential and vital difference between our elementary schools and the one in Germany. The *volksschulen* is not supposed to lead to any institution of higher learning, and in fact does not lead to any. An elementary school teacher in Germany could never hope to become a high school teacher. In America, on the other hand, our educational ladder has been, in theory at least, extended from the kindergarten to the university.

That our plan has been found wasteful is evidenced by the fact that at least one-half the children who enter the elementary school leave it before they complete the fifth grade and the falling off for succeeding years is likewise excessive.

The authenticity of the fact of the elimination of pupils has been well established by the studies of Dr. Thorndike for the Bureau of Education, and of Dr. Ayres for the Russell Sage Foundation. This falling off is to be partially accounted for by the scientific fact that pupils at about twelve years of age, go through a transition stage from the period of infancy to the period of early adolescence, while they are required to pursue the same old course of study which is a continuation of the work of the lower grades. There is almost no provision for hand work and even less opportunity for vocational training, so that when the spell of the wanderlust begins, the pupil leaves school. Recognizing this failure of the school to hold and of the unwisdom of keeping pupils marking time for two years in the seventh and eighth grades, the Committee of Ten in 1893 proposed that the elementary school course of study be overhauled and reduced to six years and that the high school course of study be increased to six years, making what is generally referred to as the six and six plan.

There has never been any wide adoption of the measure though almost continuously the problem has been discussed and more or less favorably by leading educators of the country. The United States Commissioner of Education has boldly and consistently advocated the change. Now that the worth and function of the school are being so clearly recognized, there is coming to be a universal demand that something be done to improve our public school system and the evidence is unmistakable that the next ten years will see the six and six plan, in modified form perhaps, adopted throughout the

United States. A goodly number of cities have already tried it out with good success and the elementary school course of Alabama comprehending seven years is a compromise in that direction. It may be confidently stated that the best and most modern professional thought in America has declared in favor of the six year elementary school.

We have found here in the light of some years' experience that pupils who begin school at seven years of age can complete the elementary course of study in seven years, and at the same age that pupils elsewhere complete substantially the same subject matter in eight years where the entering age is six. With a further refinement of the course of study so as to eliminate considerable material that has been put in merely to fill up the time it will be possible to give the pupils the tools of learning in six years, a revision that will make possible a richer, a fuller, and a more practical content for the years to follow.

If we are going to guarantee that our boys and girls are to hold their own economically, socially, and otherwise, in the new world, it is thoroughly patent that we must give them as good educational advantages as the boys and girls in any other country receive. This we have not done. In Berlin a boy goes to school 225 days a year and for six hours a day; in Paris he goes to school 220 days for five and one-half hours a day; and in London 210 days of five hours a day. No Alabama child has the privilege of attending school for more than 180 days, a great majority of them much less, and when we recall that the length of the school day in the city is usually five hours, we see that the term of the Alabama boy is 900 hours as against 1,350 hours annually for the Prussian boy. Considering that the teachers in the German schools are uniformly professionally trained and that a majority of the teachers in the Alabama schools are not

professionally trained, and taking into consideration the much longer school year in favor of the Prussian boy, it is easy to see that our children are at a disadvantage both as to the quantity of training and the ability of the teacher.

We believe, therefore, that the time has come in Alabama when our school system should undergo some fundamental changes; we believe further that we ought to have enough initiative to take the lead instead of continuing to lag behind as in the past. This is not to say that Alabama has not made progress, for she has made remarkable progress at times, but we have never yet caught up with most of the states and they are constantly moving forward.

The internal lines of development that we should attempt, the outlines of which seem pretty clearly defined, are the following:

1. The reorganization of the elementary and high school courses of study on the six-three-three plan.

2. The adoption of a course of study and the selection of textbooks that will make it possible to interpret it in accordance with the six-three-three plan.

In order to make the change which is destined to come throughout the country, we shall first want to get clearly into our minds what is contemplated. Simply stated, it is this: A six-year elementary school followed by a three-year junior high school which in turn is followed by a three-year senior high school. The indications are that this senior high school will be succeeded by a junior college which in turn will be succeeded by a standard college, university, or professional school.

The first unit in the proposed scheme is the elementary school of six years which in most instances will be a one-, two-, or three-teacher school, in rural communities. This will mean that one teacher will give instruction in six, three, or two grades as the case may be, and she will

therefore be able to give a reasonable amount of group and individual attention to the pupils, a thing that is quite impossible where one teacher has seven, eight, or nine grades, as is now the case in quite a few rural communities. Then will come the three-year junior high school which preferably will be a separate and distinct institution but may be a part of the elementary school below or the senior high school above. One modification of the junior high school has been undertaken through the introduction of departmental teaching in grades six and seven, a plan that has worked successfully in some city schools within and without the State.

A much better plan, however, is to locate a junior high school near the center of the area served by some six or eight elementary schools, and to so group the elementary schools as to guarantee that no pupil will have to walk more than two and one-half miles and none will have to be transported. One of the chief objections to transporting pupils has centered about those pupils of early school age, the objection growing less and less as the ages of the pupils increase. With junior high schools so located as to receive the pupils who graduate from these elementary schools, a wise system of transportation may be worked out so that a much larger number will avail themselves of high school advantages than would ever go to the county high school for the reason that they can spend their nights at home under the parental roof.

There is another argument for the junior high school which very readily appears from the practice in our rural counties today. Most of our county high schools and district agricultural schools maintain a seventh grade, in order to receive the boys and girls from the country who are not ready for the high school and prepare them for it. In another sense the introduction of the seventh grade in these schools is a matter of self-

defense, namely, to keep out of high school those who have not had the quality and character of training to prepare them to do high school work successfully without additional preparation. The county high school under the present plan of organization must of necessity remain to a large extent a local school, but with an adequate number of junior high schools suitably located and planned, a much larger number of those who finish will go on to the county high school and the high school in turn may become a real county institution. Furthermore, in rural counties it will probably not be necessary for some time to come to maintain but the one senior school.

There is another way in which the junior high school will improve conditions. Better qualified teachers will be selected than are now found in the upper elementary grades, suitable buildings will be erected and the course of study may be enriched to include both pre-vocational and vocational subjects. Education for pupils of elementary and secondary school age will then become much more general and practical in its reach.

The war has brought us some fine lessons; among them thrift, conservation, and the will to work. Many of our notions and much of our false pride about work have been broken down. Perhaps no one will now question the statement that every boy should be taught to handle the tools of a carpenter, farmer, plumber, brick mason and the like, that every girl should be taught to cook and sew, that boys and girls should be taught free-hand drawing and the elements of mechanical drawing. In other words vocational education ought and must forthwith and immediately become an integral part of our public school system. That being conceded, the logical place for emphasizing it is in the period of adolescence, the period of the junior and senior high school.

The type of reorganization herein proposed would be incomplete without two attendant conditions that are needed to give permanence to the work:

1. The lengthening of the school year.

2. The provision of a teacher's home in close proximity to the schoolhouse.

There is a growing sentiment in favor of lengthening the school year which results from a knowledge that much time is wasted during the long vacation season. The shorter term may have been necessary or at least excusable in days when life was less eventful and schoolhouses but mere makeshifts. The new demand is for a broader curriculum, including the introduction of vocational subjects and the growing recognition of the importance of physical training suited to the age and development of growing boys and girls, making it highly desirable that the school period be lengthened. This can be done and the pupil kept in better physical condition than is now true under our antiquated system, in which health, if considered at all, comes in incidentally and without any real system or method.

It will doubtless be objected that children are needed on the farm and this is plausible. In answer, it should be stated that younger pupils are of little service and the educational work in the school would more than compensate such a loss. Older boys and girls, too, in most cases now have much more leisure time because of the shortness of school terms than they can profitably use, while a longer time in school would enable them to engage in school and home project work under supervision that would greatly enhance their productivity as well as their knowledge of farming and home keeping. In this way and by virtue of the use of improved farm machinery and household labor-saving devices, they will not only be much better educated themselves but they will in turn be

much less dependent upon their children for the work of the farm.

The importance of this will be further emphasized when the present scarcity of labor is taken into consideration. Even therefore if it is deemed necessary to have the boys and girls help on the farm now, we can well afford to make this sacrifice to send them to school for a longer term, since in no other way can we hope to avoid the perpetuation of the present unsatisfactory condition.

The disadvantage that might be expected to result from a longer term is more imaginary than real. By dividing the length of the school year into four quarters of two and one-half months each and by placing the vacation periods at the time when the pupil can be most serviceable at home, very little net loss in his serviceableness will be experienced.

The provision of a teachers' home is highly desirable in connection with an elementary school and a necessity for the junior high school in the open country or rural village. The present difficulty in finding boarding places, the unhealthy standards of living prevalent in certain homes, the inability to find a desirable house to rent, the meagre salaries of principals who, as a rule, are paid only for the school term and engage in other work during the vacation period in order to supplement their salaries are some of the reasons that necessitate a teachers' home in connection with the school.

This teacherage should be large enough to accommodate the principal's family and the teachers of the school who should board with him. It should also be on a lot of ground large enough for him to grow such patches as are necessary for him in the provisioning of his family. In the case of the junior high school, where vocational work is to be pursued, the teacherage should occupy a school farm large enough to make possible the demonstration of agricultural projects and to insure the neces-

sary land area for certain boys who might otherwise be unable to attend school. This will make it possible for worthy boys to make their way through school on the "pay as you go" plan. A still more urgent reason for the school farm if properly conducted is that it would furnish an invaluable laboratory for the teaching of agriculture in its many phases, while the teacherage itself would be equally as serviceable in the teaching of home economics.

If we are to get away from the outworn notion that the school is not preparation for life, but is life itself, the co-ordination of the work done in school and the home must be much better worked out. If it is worth doing in the interest of a better educated manhood and womanhood, the matter of cost or readjustment should not be allowed to deter.

It is not argued that the scheme of education outlined here will be less expensive. On the contrary it will be more expensive, but education is the one thing for which no people ever paid too much. The Smith-Hughes Act which has been at least tentatively accepted by every State in the Union, provides for government support of vocational education through legally constituted State Boards. The allotment for Alabama which must be matched from State and local funds is \$50,000 for the coming year and in the end amounts to \$150,000 annually. Alabama will not stultify herself by failing to recognize and provide for vocational education, and with the aid of the Federal government it can be made available for pupils of secondary age in every county of the State.

The junior high school contemplated herein will provide just the type of building and equipment to make courses in vocational education most profitable and serviceable, nor is there anything in the law to prevent the change from the traditional plan to the one herein set

out. The experiment, if such it be called, has enough of experience in its favor to guarantee success while the plan and content will be elastic and modern enough to enable us to give to our boys and girls the type and degree of training that they must have in the day which is now dawning for democracy. This war has shaken our confidence to some degree in our dream of universal peace. It has aroused us to the fact that any peace based on force is unenduring. It has convinced us beyond peradventure that men only outgrow their primitive instincts when they have been educated away from self to that broader outlook in which the interests of society at home and abroad are fully discerned.

PUBLIC SCHOOL STATISTICS

SCHOOL POPULATION—CENSUS OF 1918

The law requires that a census shall be taken each even numbered year as a basis for the distribution of State school funds to the several counties. While the apportionment of the funds to the several counties is a clerical matter solely—since it is upon a per capita basis—it is not so when the fund is placed to the credit of the county. The county board of education is enjoined to apportion the funds to the several school districts so as to provide school terms of approximately equal length throughout the county.

According to the biennial census of 1918 there are in Alabama 454,478 white children of school age and 315,327 negro children of school age, an increase of 10,418 for the whites and a decrease of 20,979 over the corresponding figures for the next preceding census. There was a net decrease, therefore, of 10,561 in the grand total of 769,805 school population.

The increase among the whites is indicative of healthy growth, while the decrease among the negroes is to be

explained by the great exodus of negroes to the North and East which occurred in 1917.

There is a certain amount of temptation to pad the census returns and in certain sections of Alabama this temptation has been yielded to rather deliberately. The census returns, the arising spirit of fairness to other counties and the broader outlook of school boards and superintendents give unmistakable evidence that inflated census returns are fast becoming a relic of other days. This is a most healthy sign, for, when the people begin to face the facts squarely it will not be long until the remedy will be found.

ENROLLMENT

The enrollment of white children in the public schools for 1917-18 was 375,824, an increase of 27,597 over the preceding year. This increase was made up of 26,225 and 1,372 new pupils in the elementary and high schools respectively. The percentage of the white school population enrolled was 83.

The enrollment of negro children for 1917-18 was 190,250, an increase of 33,521. This increase is accounted for by the fact that 33,474 new pupils entered the elementary schools during the year while the high school grades sustained a net gain of 47. The percentage of the negro school population enrolled was approximately 60, as compared with 47 for the preceding year. This increase is one of the most remarkable facts recorded in this report.

It must not be inferred that the figures cited above represent the entire enrollment of pupils falling within the school enumeration. The nine district agricultural schools, the fifty-seven county high schools, the numerous private and denominational schools, and the considerable number of young men and young women who are not yet of age in our institutions of higher learning, if

taken into the count would swell the totals appreciably. After due allowance is made, however, we may safely conclude that 12% of the white and 25% of the negro school population were not in school for a day during the year. In the case of both whites and negroes the relatively large increase in enrollment must be attributed to the compulsory attendance law which became effective Oct. 1, 1917.

ATTENDANCE

The average attendance in white schools was 235,393, an increase of 15,359 over the preceding year. This increase was the result of a gain of 7% in the elementary grades, the total for high school grades, because of the exigencies of war, remaining practically constant. The percentage of enrolled pupils in attendance was 63.

The average attendance in negro schools was 102,398, an increase of 5,014, or 5% over the preceding year. This increase resulted from a gain of 5,102 in elementary grades and a decrease, because of the exigencies of war, of 88 in high school grades. The percentage of enrolled pupils in attendance was 54.

The percentage of the white school population in attendance was 52, and of the negro, 33, the former representing a gain of 2%, the latter a gain of 4% over the corresponding percentages for the preceding year.

It is a warranted conclusion that our compulsory attendance law is operating to some extent to improve both school enrollment and attendance, even amid the unfavorable conditions which attend the war. It is likewise patent that the compulsory law must be made more exacting and the length of its term extended if Alabama is to make sure that too many of her sons and daughters are not still to be deprived of the educational advantages which the State has provided and to which by every right of citizenship they are entitled.

LENGTH OF TERM

The length of term for white schools averaged 123 days for rural districts and 178 days for urban districts, the combined average being 132 days. It is an occasion for anxiety when the great majority of school children who live in the country are offered but little more than two-thirds as long a school term as the minority who live in the city, and such anxiety should become acute when the attendant conditions prejudicial to the country child are also considered in the reckoning. If we extend the comparison to the United States the effect is still more painful for the average length of school term is found to be 160 days or 28 days greater than for Alabama. Here again the average length of term for city schools exceeds Alabama's by 6 days and the average length of term for rural schools exceeds Alabama's by 14 days.

The length of term for negro schools averaged 87 days for rural schools and 171 days for urban schools, the combined average being 102 days. Here again the country boy and girl are discriminated against. In the interest of fairness, the thoughtful and fairminded people of Alabama should concern themselves about giving negro boys and girls a better chance to prepare for useful and productive citizenship, for we cannot dodge the fact that, if we keep the negro poor and illiterate, our national welfare including health, wealth and morals will be correspondingly impaired. The following table gives food for reflection:

AVERAGE LENGTHS OF TERM COMPARED

<i>Year.</i>	<i>Rural.</i>		<i>Urban.</i>		<i>Combined.</i>	
	<i>White.</i>	<i>Col.</i>	<i>White.</i>	<i>Col.</i>	<i>White.</i>	<i>Col.</i>
1916-17	119	89	178	174	130	104
1917-18	123	87	178	171	132	102

NUMBER OF SCHOOLS

During the year 4,712 schools for whites and 2,007 schools for negroes were taught. These figures represent a decrease of one school for the former and of 35 for the latter. There would seem to be a halt in consolidation, a thing to be expected because of the unusual conditions growing out of the war. More than 93 per cent of all the white schools and 85 per cent of all the negro schools were classified as graded.

NUMBER OF TEACHERS

Although the number of white schools in Alabama was increased by only one during the year, the number of teachers grew from 8,351 to 9,050, a net gain of 699. The addition of this number tended to relieve the already overcrowded conditions as well as to make possible a satisfactory handling of the pupils who entered because of the compulsory attendance law. In negro schools the number of teachers was increased from 2,572 to 2,716. The number of men grew from 641 to 668 and the number of women from 1,931 to 2,048.

The extraordinary thing about the teaching force for the year is the decrease in the number of men in the white schools from 2,359 to 2,025 and the increase in the number of women from 5,992 to 7,025. These results are largely attributable to the conditions occasioned by the war, but they should not be passed by lightly, inasmuch as the number of women employed was already considerably in excess of a reasonable proportion. Since the school is a democratic institution and a fundamental one, it forebodes ill if it is to lose the contact of a reasonable number of persons of either sex.

There are other factors entering into the present aggravated situation, but the most influential are probably the meagre salary prospects and the uncertainty of more

than a commonplace career. When society properly evaluates the function of the school, it will find a way to attract and retain a proper balance between the sexes in our teaching force.

SALARIES OF TEACHERS

The salaries of public school teachers totaled \$3,682,314 for whites and \$474,749 for negroes, an increase of 17% for the former and 19% for the latter over 1916-17. The extra money expended, however, went largely to pay the salaries of the additional teachers required. The average annual salary of each white male teacher was \$473 as compared with \$431 for the preceding year. The average salary of each white female teacher was \$367 as compared with \$363 for 1916-17. In the case of teachers in rural white schools, the average annual salary for men was \$377 and for women \$321 as compared with \$367 and \$304 respectively for the preceding year. In urban schools there was a decrease from \$1,348 to \$1,347 and from \$595 to \$575 respectively for men and women. The slight advantage in favor of men is to be explained by the law of supply and demand and the further fact that a large number of men hold the position of principal which carries with it a higher salary.

For negro schools the average annual salary for males was \$196 and for females \$172, the corresponding figures for the preceding year being \$167 and \$152 respectively. In the case of negro rural schools the average annual salary for men was \$167 for both years, while the salary of women decreased from \$152 to \$139. In urban schools the salaries of the men increased from \$470 to \$476 and for women from \$309 to \$315 respectively on an average.

It is not a meaningless repetition nor an idle statement to say that teachers do not receive pay commensurate with that of persons engaged in other lines of work. In fact, teachers' salaries are about the only ones that

have remained as low as they were when the war began. This largely explains the fact that many teachers in self defense have entered other occupations.

CERTIFICATES

Of the 9,050 white teachers employed during the year, 8,773 held certificates graded as follows:

Life	1170	13%
First	2075	24%
Second	3283	37%
Third	2245	26%

Classified according to the grade of certificate, the percentages in rural and urban schools are as follows:

	<i>Rural.</i>	<i>Urban.</i>
Life	10%	33%
First	21%	37%
Second	39%	26%
Third	30%	4%

The 2,647 negro teachers employed held certificates graded as follows:

Life	110	4%
First	42	2%
Second	675	25%
Third	1820	69%

Classified according to the grade of certificate held, the percentages in rural and urban schools are as follows:

	<i>Rural.</i>	<i>Urban.</i>
Life	6%	10%
First	2%	5%
Second	35%	54%
Third	57%	31%

The above figures reveal some significant and lamentable facts:

1. Two-thirds of all the white teachers and nine-tenths of all the negro teachers hold the lower grades of certificates.

2. The percentage of teachers holding the higher grades of certificates is twice as great in urban as in rural schools.

These statements, which are based upon facts that are unsatisfactory in the case of city schools, are deplorable in the case of rural schools, and carry their own warnings to the thoughtful citizens of Alabama who can get a vision of the State as one great family.

PUBLIC SCHOOL PROPERTY

The schoolhouses and sites of Alabama are valued at \$9,130,133 for whites and \$982,321 for negroes. The buildings for whites are equipped at a cost of \$1,044,497 and for colored, at a cost of \$122,577. The value of the school property in the forty-six cities of the State is as great for the white schools as for all the remaining school districts in the State, while the value of the equipment in these selfsame cities is two-thirds as great as that for all other districts in the State. In the cities the value of negro buildings and equipment is more than half as great as for the remaining school districts in the State. All of the 138 school buildings used for whites in the cities are equipped with patent desks and all of the 82 buildings for negroes are so equipped. In rural districts, only 2,790 of the 4,572 white schools and 229 of the 1,925 negro schools are equipped with patent desks.

The average value of school buildings including sites in the 40 cities is \$33,672 for whites and \$6,443 for negroes. The corresponding figures for all rural districts are \$1,001 and \$340 for whites and negroes respectively. The average value of school equipment for whites is

\$3,018 for the cities and \$139 for the rural districts. The average value of school equipment for negroes is \$894 for the cities and \$41 for the rural districts.

It should be kept in mind that the city school building is, as a rule, much larger than the rural school building and that even a one-room school can be modern in construction and equipment. The fact, however, that more than 80% of the population of Alabama is rural shows very clearly that the amounts invested in city and rural districts are relatively prejudicial to country boys and girls. This will be much more obvious when it is discovered that the per capita valuation of school buildings including sites is \$77 for each white child enrolled in city schools and but \$15 for each white child enrolled in rural schools, while for negroes the per capita valuation for each child including sites is \$12 and \$4 for the city and rural districts respectively.

In the matter of school equipment, the per capita figures are just as one-sided. The State of Alabama appropriates \$134,000 annually for aid in the erection, repair and equipment of school buildings in rural districts, except in incorporated towns of more than 400 inhabitants, according to the last Federal census. Some additional relief can be had by extending and enlarging the benefits obtainable under the present law but the most needed improvement will not come until the machinery for creating and recording school districts is improved, the authority to issue bonds is conferred and the maximum district tax levy voted.

PUBLIC SCHOOL FUNDS

The total of all funds expended upon the public schools for the year was \$5,725,772, an increase of \$1,156,599 over the preceding year. This substantial growth is the direct result of local tax levies. Fees and supplements to the amount of \$371,709 were also collect-

ed, a decrease of \$112,345 as compared with the total for the preceding year. It is generally conceded that fees and supplements ought not to be required of those who matriculate in public schools, and from the trend of public sentiment and the annual decrease in the number of schools levying such a per capita tax, it is safe to say that the time is not far distant when education in the public schools of Alabama will be absolutely free.

LOCAL TAXATION

One of the most remarkable facts in the educational history of the State is the long deferred right of local taxation for schools which was inhibited by the Constitution until 1915, when an amendment to that instrument made it possible for any county in the State to levy as much as a three-mill tax and any district in such a county to levy also a three-mill tax. No other State in the Union so long denied to its people by its fundamental law the right to levy taxes by convenient political units for their schools and most of the States, counter to the Alabama plan, receive most of their school funds from local tax levies. It is very generally agreed that the unenviable position that Alabama has been said to occupy hitherto has been the direct result of the lack of money and of local pride and initiative which her Constitution practically made impossible. It is true the Constitution of 1901 permitted the levy of a one-mill tax but a three-fifths vote was necessary and since the benefit was so small only forty-three counties had exercised the privilege.

Even more remarkable than the fact above stated is the rapidity with which the counties have levied the maximum amount permitted under the constitutional amendment in the two years that the new statute has been in effect. Twenty-nine counties voted the levy for the year ending September 30, 1917, and twenty-five

counties have voted it during the year ending September 30, 1918. In addition twenty districts in sixteen counties have exercised the privilege of levying the district tax. There yet remain thirteen counties that have not voted the county tax but it can be safely predicted that at least one-half of that number and probably more will have done so within the next one-year period covered by this report. Some seven or eight counties will vote upon this issue at the general election in November and a majority of them will unquestionably be favorable.

It is impossible as yet to forecast the meaning of all this to our State school system, but enough has been achieved to show what may be expected: first, the revenues of the schools in the counties levying the tax have been increased in the aggregate by more than two million dollars; second, a decided improvement has been made in the buildings and equipment in many of the counties and much more will result as soon as the restrictions of the War Industries Board and the general effects of the war have been removed; third, the school term in every county levying the tax has been substantially increased; fourth, an increasing interest has been manifested in the work of the schools, in the character of the teachers and in the development of a school spirit throughout the communities and counties benefited.

When the constitutional amendment was originally proposed in the Legislature, it was necessary to reduce the proposed maximum from five mills to three mills in order to insure its passage. Already there is a growing feeling that this limitation is all too drastic in the light of the part education is to play in the reconstruction of the world. The Legislature should at the earliest opportunity recast the law for the creation of school districts and for recording district boundaries. It should also provide suitable machinery by which the local tax funds may be pledged through bond issues for the erection of modern school buildings.

The counties levying the tax during the year ending September 30, 1918, are as follows:

Blount	DeKalb	Marengo
Butler	Fayette	Morgan
Cherokee	Hale	Perry
Clarke	Henry	Pike
Coffee	Jackson	Randolph
Coosa	Lamar	Talladega
Crenshaw	Lawrence	Tuscaloosa
Cullman	Lee	Wilcox
Dale		

(Since September 30th Greene county has voted a two-mill tax and Choctaw, Macon, Marion, and Russell counties have voted a three-mill school tax.)

The only counties, therefore, which have not yet adopted the local county tax are AUTAUGA, BARBOUR, BULLOCK, CLEBURNE, DALLAS, LOWNDES, SUMTER, and TALLAPOOSA.

CONSOLIDATION

One of the lamentable relics of the former county board law is the one-room school building, which is found in almost every rural community. This is the result of the individualistic tendencies which were strengthened by the law and which practically made it impossible to consolidate schools. It has not been the policy of the Department to prematurely launch a campaign for the consolidation of schools, for heretofore the necessary funds have not been available nor have the general conditions of the roads and of public sentiment been favorable thereto. Again, other constructive legislation was in the process of making and it did not seem best to undertake a general plan of reorganization that would necessarily arouse the suspicion and opposition of people in rural districts.

This does not mean that nothing has been done, for in quite a few counties a beginning has been made. Here and there a county has deliberately mapped out its districts, located its future schools and entered upon a program that means a more efficient system. Mobile and Sumter counties were the pioneers and Chambers, Lauderdale, Jefferson and Escambia soon caught the enterprising spirit of their predecessors. The most general plan of consolidation in the State has been worked out in Mobile county where in the words of the President of the Board, Hon. John T. Cochran, "The idea of consolidation and transportation has grown in favor from year to year until we now have eighteen school centers and are operating thirty-five school vehicles. During the year 1917-18, 587 pupils were transported to these central schools at a cost of \$9,770; a per capita cost of \$2.08 per month. The estimate for transportation for 1918-19 approximates \$17,500."

One of the most promising types of consolidation is the Five Points School in Chambers county, where three or four one-room schools and a few two-room schools were brought together for a nine-months term under six teachers. The building represents an outlay of some ten thousand dollars and is modern in equipment and appointments. The most advanced type of consolidation which has been effected during the year covered by this report is the school at Pike Road, Montgomery county, where five or six one-room schools and one or two two-teacher schools have been consolidated. This project represents an expenditure of some \$40,000, with a site covering some forty acres, with the most modern equipment, and with transportation trucks of the most modern type. The building is not yet completed and the work is not yet fully organized, but when completed, the elementary and high school courses of study will be offered, including vocational work for boys and girls.

The teachers are all professionally trained and are of proven ability. This is perhaps the most pretentious and comprehensive example of consolidation in the State and presages the time when consolidation will become very general, not in the interest of economy but because of the multiplied benefits that go with it.

Before undertaking to consolidate it is absolutely necessary to carefully formulate plans in order that mistakes may be avoided. The mere bringing together of two or more schools without regard to topography or to a unified county system will in time bring its own condemnation. Since, too, school districts are permitted to levy taxes for the erection and equipment of buildings, as well as for their maintenance, it is entirely possible that mistakes that might occur from a premature fixing of boundary lines would be avoided by taking the whole county into consideration in the original planning. The levying of the district tax fixes the boundaries of the district for such a time as the tax is to run and the building of an expensive school plant tends likewise to fix the location of the school for an indefinite period. It is of the utmost importance, therefore, that matters of such serious consequence shall be entered into in the most careful and intelligent manner possible.

Another factor that has operated against the construction of larger types of school buildings was the old law by which State aid was granted in the erection, repair and equipment of school buildings. Until 1915 the maximum amount of aid given schools was \$200 both for erection and for repair and equipment. This made it from a certain viewpoint to appear more advantageous to erect a one-room school than to erect a larger one. At present the law gives aid in proportion to the size of the building to be erected up to five rooms. If the Legislature wishes to facilitate the better location and organization of schools, it can render valuable assistance by

increasing the amount that is available for erection and equipment.

There is a very general unwillingness on the part of parents to have pupils from the ages of seven to twelve transported, because of their inability to take care of themselves, and in the light of the somewhat questioning attitude of the people of Alabama toward consolidation, the condition of the roads, and the density of population, it would seem that in a majority of the counties, it would be best to place two- or three-room school buildings in walking distance of the pupils, say within two and one-half miles, provided the elementary course of study were reduced to six years. Then two or three teachers with not more than two or three grades each could do a very satisfactory work in giving pupils the tools of learning, and where the one-room school still proved to be necessary, because of the scarcity of pupils, the single teacher would do better work by reason of the reduction in classes.

If a county system were worked out on this plan of having elementary schools of six grades within walking distance of all the children, then it would seem a very feasible thing to locate junior high schools covering the work of grades from seven to nine at convenient centers throughout the county, these centers to be where the conditions are best for consolidation and near enough together to make it possible for all boys and girls prepared for junior high school work to be transported, thereby spending their nights at home. These consolidated junior high schools would offer a better and more practical course of study than is possible under the present plan, including vocational agriculture for boys and home economics for girls. The departmental plan of teaching would be introduced and much of the high school work of the present would be so recast as to fill the needs of

pupils of the age and development of those in attendance.

No thoughtful schoolman or layman questions the obligation of the government to put a secondary education within reach of every boy and girl, a problem, which, however desirable, can not be solved until the present courses of study for elementary and high schools are reorganized upon a basis that is founded upon scientific laws and with due regard to child welfare.

In 1915 there were approximately twenty-two million pupils in the public schools of the United States, ninety-one per cent in elementary grades, seven per cent in high school grades, and less than two per cent in institutions of higher learning. It is very generally conceded that school attendance shows a very radical falling off at the end of the fifth grade and the records seem to attest the fact that more than forty per cent of the boys and girls between the ages of fifteen and seventeen years were not in school. For the United States as a whole it is stated that two million children arrive at a given age every year, that one-half of the children of sixteen years of age and under seventeen have already left school or leave that year, that of those of seventeen and under eighteen, two-thirds have left school or are leaving that year, and of those eighteen and under nineteen more than three-fourths have left school. The records further show that something like one-half of the boys and girls of the ages mentioned above have entered upon gainful employment. "Because of the large numbers of children who leave school at an early age without opportunity for preparation for an occupation and without an adequate understanding of a need of preparation for it, because these boys and girls drift into unremunerative and unprogressive jobs, it is imperative that the public school extend its responsibilities to meet the needs of these youths who have already entered employment by the

establishment of part-time schools and classes." This is simply to say that the present system of education must be re-organized if we are to hold boys and girls in school, that the content of the course of study must be vitalized and made practical, that in order to do this, we must have new facilities, beginning about the seventh year, that in this new program the junior high school holds out a most promising future. With this type of consolidation, it is believed that both elementary and high school education would be greatly popularized and democratized.

The next step in the ladder is the senior high school of three years. In most cases the county or city high school can with very little re-organization meet the new demands of the senior high school, offering such courses as will best serve those who are to continue their schooling as well as those who are to enter active employment, while in the case of sparsely settled counties the junior high school work might be made a part of the elementary or senior high school. Such a high school would become a county high school in fact and those who completed the full course would have the required number of units for admission to college.

It is a well known fact that our county high schools at present do not offer a standard four-year course. This is due to our present inadequate elementary schools, and to the eagerness for patronage which prompts the college to accept boys who have finished as much as three years of work and who have a scant twelve units to their credit. It is time that the standards of Alabama should be raised, but the initiative must come from the colleges. The high schools are almost powerless until the colleges raise their entrance requirements and until our rural schools offer such instruction as will hold the boys and girls and inspire them to continue their education.

STATE AID

THE ERECTION, REPAIR AND EQUIPMENT OF RURAL SCHOOLHOUSES

Under our State law the sum of \$134,000 is available annually for the erection, repair and equipment of school buildings in rural territory including incorporated towns of not more than four hundred inhabitants, according to the last Federal census. According to the terms of the law, the sum of \$2,000 is set apart for each county. At the end of each year the unexpended balances to the credit of the counties are lumped together and one sixty-seventh of this amount plus \$2,000 is the available fund for each individual county for the succeeding year. There has been an enforced let-up in building this year due to the ruling of the War Industries Board and to the enormous increase in the cost of all building materials. Nevertheless more than 360 schools in fifty-six counties of the State have received help. Of these, thirty contained one classroom, forty-two, two classrooms, eighteen, three classrooms, fourteen, four classrooms, six, five classrooms, and two, six classrooms. The total expenditure represents an outlay of more than \$300,000, and approximately one-third of this amount came from the State treasury.

It has been a very difficult task to readjust from the old law, where State aid was given without any supervision, to the present law whereby the State undertakes to see that the money expended is wisely used. There is a growing sentiment, however, on the part of superintendents and of the general public that public money should be used as carefully as private funds and that the interests of the children abundantly justify all the pains that may be taken to see that school buildings, modern in character and scientifically constructed are provided; that along with this should go a possible raise in the

amount of help available to the individual school to meet the increased cost of material, and with the proper provision for expert assistance in the preparation of plans and in the inspection of the work done. The importance of the rural schoolhouse law can hardly be overrated. Coupled with the local tax privilege which is rapidly beginning to be exercised by school districts and with a definite provision for pledging the returns for the issuance and retirement of bonds for the erection of school buildings, it is but a question of time when the rural districts can and will be provided with such quarters as will enable them to become the valuable training camps that are demanded if the future citizens of Alabama, 82% of whom live in the country, are to be adequately trained for citizenship in democratic America.

RURAL SCHOOL LIBRARIES

A legislative appropriation of \$100 is set apart for each county annually for aid in establishing libraries in ten schools in as many rural districts. This annual appropriation is augmented by the pro rata part of the unexpended balances for the preceding year. These balances are added together and one sixty-seventh of the whole is added to the \$100 regularly appropriated for each county. By this means, funds will be available for forty libraries in each county for 1918-1919.

The number of libraries taken during the year covered by this report exceeds by two the number taken for the next preceding year. One county, namely Jefferson, has taken the full quota of libraries available each year since the law went into effect.

The greatest obstacles to be encountered in securing the library advantages is the failure of county boards of revenue to donate the necessary minimum of \$10, and the lack of the proper precaution on the part of some

schools in providing for the safe-keeping and distribution of the books.

The State Superintendent of Education and the Director of Archives and History are the legally constituted library board. A list of libraries which may be purchased with State aid is prepared from year to year. It is the policy of the Board to add three new library units each year, as well as to increase the miscellaneous list to meet general and technical needs. The books are furnished under contract at a substantial saving from the usual list prices. Specific information is contained in the Alabama Teachers' and Young Peoples' Reading Circle bulletin, a copy of which may be had upon request from the State Department of Education. Below will be found a table showing the total number of libraries taken by each county and the State since the law became operative:

County.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	Total
Autauga	10	2	8	0	0	11	2	33
Baldwin	10	10	18	18	7	4	10	77
Barbour	10	9	7	1	3	1	11	42
Bibb	10	14	18	19	0	24	0	85
Blount	10	0	4	0	0	0	2	16
Bullock	7	8	6	1	4	1	0	27
Butler	0	7	0	10	3	6	1	27
Calhoun	0	10	10	0	9	4	0	33
Chambers	0	0	18	19	24	28	14	103
Cherokee	0	10	11	4	3	7	6	41
Chilton	10	7	15	4	14	0	0	50
Choctaw	1	0	3	2	8	2	1	17
Clarke	0	11	18	7	10	3	0	49
Clay	10	7	10	1	2	3	0	33
Cleburne	3	6	10	4	3	4	1	31
Coffee	0	1	6	0	0	0	0	7
Colbert	0	2	8	6	7	0	0	23
Conecuh	4	3	3	3	0	2	4	19

County.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	Total
Coosa	10	5	17	0	0	0	0	32
Covington	0	0	18	10	4	2	3	37
Crenshaw	0	0	4	2	0	0	2	8
Cullman	0	6	2	0	0	2	0	10
Dale	10	7	7	■	6	4	5	41
Dallas	10	14	11	6	7	4	5	57
DeKalb	0	1	10	0	0	0	■	13
Elmore	10	14	15	4	7	4	0	54
Escambia	1	1	0	7	1	14	19	43
Etowah	9	6	8	■	4	3	■	35
Fayette	0	8	18	1	0	0	0	27
Franklin	4	18	11	8	4	1	0	41
Geneva	0	0	0	1	1	0	■	10
Greene	2	0	7	0	0	0	0	9
Hale	0	1	0	0	0	0	0	1
Henry	9	7	6	■	3	0	1	27
Houston	3	5	7	5	■	3	4	28
Jackson	8	0	0	1	13	1	0	23
Jefferson	10	14	18	19	24	28	■	147
Lamar	0	0	3	2	0	0	17	22
Lauderdale	10	7	9	6	10	1	7	50
Lawrence	8	4	7	7	3	4	11	44
Lee	10	14	10	1	4	4	2	45
Limestone	0	5	4	4	6	3	7	29
Lowndes	3	0	11	4	1	1	0	■
Macon	8	14	0	2	1	0	5	30
Madison	10	14	18	12	18	13	9	94
Marengo	7	14	14	5	0	0	5	45
Marion	0	0	12	0	0	1	0	13
Marshall	10	14	18	9	5	0	0	56
Mobile	10	14	18	10	5	1	0	■
Monroe	7	0	17	3	4	0	4	35
Montgomery	10	14	13	6	13	6	6	68
Morgan	10	0	0	0	6	3	0	■
Perry	10	10	13	2	0	0	0	35
Pickens	4	14	18	15	18	0	4	73
Pike	10	1	5	2	■	0	0	26
Randolph	10	14	18	18	5	7	9	81
Russell	2	0	10	0	5	5	0	22

County.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	Total
Shelby	0	0	6	2	0	12	3	23
St. Clair	0	12	12	11	18	12	2	67
Sumter	2	8	9	0	0	0	3	22
Talladega	10	10	4	1	3	4	1	33
Tallapoosa	10	10	8	0	6	1	5	40
Tuscaloosa	10	14	18	19	19	10	10	100
Walker	8	4	15	11	8	5	14	65
Washington	1	0	2	0	0	3	2	8
Wilcox	0	0	10	5	8	0	1	24
Winston	0	0	1	0	0	1	0	2
Total.....	351	420	635	325	356	263	265	2,605

The experiences of the seven years the library law has been in force indicate that certain changes should be made to provide for the wisest use of its benefits. The changes that seem to be most desirable are as follows:

1. To allow county boards of education to put up the necessary \$10 when the commissioners' court or board of revenue refuses to do so.

2. To allow any school district under the control of the county board to qualify for aid.

3. To make it possible for the county board to purchase the full quota of libraries and use them for circulating purposes in the several schools of the county.

4. To permit a school to secure aid a second time in any year if other schools fail to take up the county's full quota.

5. To allow county high schools to participate in the benefits if the full number of elementary schools do not apply.

THE BONUS FUND

In order to encourage the levying of the local county tax, the Legislature of 1915 passed an act appropriating \$1,000 annually to any county levying and collecting a

one-mill tax; \$2,000 to any county levying and collecting a two-mill tax; and \$3,000 to any county levying and collecting a three-mill county tax. In order that the law might not operate to the disadvantage of any county, only the \$1,000 bonus became available prior to Oct. 1, 1917. It is not possible to say what the effect of this appropriation has had in encouraging the voting of the county levies, but from the fact that 57 of the 67 counties have voted as much as three mills, it can be safely inferred that it has had a tremendous influence.

There has been some disposition to question the wisdom of continuing the bonus benefit, but it would seem unwise at this time to do so for two reasons; first, practically all of the counties voted the tax believing that they would continue to receive this bonus; second, since the amount of the bonus is the same for the smallest county as for the largest, and for the weakest county as for the strongest, it serves somewhat as an equalization fund; third, this fund, because of the broadness of the language in which the appropriation is couched, can be used for any school purpose whatever, thereby making it possible for the county board to meet certain needs for which funds would otherwise not be available.

VOCATIONAL EDUCATION

One of the most significant movements of the year has been the putting into effect in Alabama the provisions of the Smith-Hughes Law for the promotion of Vocational Education which was approved by the President on February 23, 1917. The members of the National Board were appointed by the President on July 17th, and the first meeting of the Board was held on July 21st. Governor Charles Henderson on September 5, 1917, formally accepted the same for Alabama in keeping with a special power conferred in the Act, since the Alabama Legislature was not to meet until 1919.

The fundamental purpose of the Federal Law is the production of a nation of trained people and an increase in the number of skilled workmen. This is assured by the promotion of certain forms of Vocational Education not now comprehended in our present educational system, namely, Vocational Education in Agriculture, in Trades and Industries, and in Home Economics. For the carrying out of this program the Federal Government and the State governments co-operate, each assuming definite responsibilities. The terms of this co-operative agreement include the establishment of the administrative machinery and a plan prepared by the State in which is specified the work to be undertaken in Vocational Education in accordance with the Act.

The Federal Law makes appropriations for the work in three large funds, first, for the payment of the salaries of teachers, supervisors, and directors of agricultural subjects; second, for the payment of the salaries of teachers of trade, home economics, and industrial subjects; third, for the preparation of teachers of agricultural, industrial, and home economics subjects. Each fund amounts to a little more than one-half million dollars for the year 1919 and increases annually until 1926, the maximum for each of the first two funds being three million dollars, and for the latter fund one million dollars. Funds are apportioned to the State on the basis of population, that for agriculture being based on rural population and that for trade and home economics on urban population.

The Federal Board for the administration of the Law consists of seven members, three of whom are appointive, a representative of manufacturing and commercial interests, a representative of agricultural interests, and a representative of labor. The ex-officio members are as follows:

Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, and the United States Commissioner of Education.

The State Board prepares its plans in keeping with the law and submits the same to the Federal Board. The responsibility of the Federal Board is largely discharged by the approval of the State plan and by inspecting the work carried on in accordance with the plan. The Alabama Board as named by Governor Henderson is as follows:

Spright Dowell, Superintendent of Education, Montgomery.

T. W. Palmer, President Alabama Girls Technical Institute, Montevallo.

J. J. Doster, Dean of Department of Education of the University, University.

Zebulon Judd, Head of Department of Education, Alabama Polytechnic Institute, Auburn.

E. M. Wright, Professor of Education, State Normal School, Troy.

C. A. Brown, Principal Central High School, Birmingham.

J. Alex. Moore, Principal Walker County High School, Jasper.

The Board met and organized by the selection of Dr. T. W. Palmer as Chairman, and Superintendent Spright Dowell as Executive Secretary. After conference with the Federal Board and its representatives, a plan for Alabama was agreed upon and approved by the Federal Board on December 18, 1917. This plan set up the conditions under which the State proposed to carry out its program of Vocational Education under the Smith-Hughes Act, including the plan of administration, the conditions upon which the funds were to be expended, and the full description of the kinds of vocational work to be undertaken.

The administration of the Act in Alabama, therefore, was placed in the hands of the State Board for Vocational Education. Since this requires the promotion of the work in the State and carries with it the responsibility of dispensing Federal funds to schools which qualify, it will readily appear that the double task of promotion and inspection could not be satisfactorily performed without the assistance of supervisors qualified by training and experience to encourage, stimulate, advise, and inspect the work in the several fields of Vocational Education.

The fact that there were no funds with which to procure supervision made it necessary for the State Department of Education to assume this responsibility. Superintendent Dowell, the Executive Secretary of the State Board, became responsible for the direction of the work and he, in turn with the approval of the General Education Board, assigned to Mr. J. B. Hobdy, State Agent for Rural Schools, the supervision of the work in agriculture in schools for whites, and to Mr. J. L. Sibley, State Agent for Rural Schools, the supervision of the work in trades and industries for the schools of both races and of the work in agriculture in schools for negroes. Dr. Palmer of the Alabama Girls Technical Institute also contributed the services of Miss Martha Patterson, Head of the Home Economics Department in that institution for the supervision of Home Economics.

The date of the approval of the Alabama Plan came sometime after the county high schools and district agricultural schools had arranged their budgets for the year, and it was practically impossible to readjust in order to provide funds with which to match the Federal money. Despite this fact, four county high schools, namely, Jefferson, Pickens, Shelby, and Walker, were able to meet the demands and qualify. Three rural schools, Alliance in Jefferson county, and Baldo and Pleasant

Field in Walker county, also qualified. The success of the work in these schools was somewhat handicapped by the extraordinary conditions growing out of the war and by one or two changes among the teachers of vocational agriculture. All things considered, we believe that substantial compliance with the requirements of both the State and Federal Boards has been made.

It has been the policy of the State Board to proceed cautiously and conservatively so as not to set up barriers that would obstruct and embarrass the future progress of the work. This was also deemed necessary so as not to endanger a legislative appropriation which it was hoped to secure in 1919. In other words, the Board has endeavored to so project the work as to justify the Legislature in giving such an amount of funds as will enable it to employ a competent force of supervisors and to subsidize the work in individual schools throughout the State by matching the Federal fund, dollar for dollar.

Six negro schools qualified for Smith-Hughes funds in the teaching of vocational agriculture. Five county training schools, located in the counties of Conecuh, Coosa, Lowndes, Pickens, and Russell, and one rural school at New Rising Star in Macon county near Tuskegee Institute, make up the total. The New Rising Star school is convenient to Tuskegee and will serve as a practice school for the teacher-training students at that institution. The county training schools, with one exception, are located in rural communities six to ten miles from a railroad and have a fine opportunity to demonstrate the value of the teaching of vocational agriculture in the country. The principal of one school and two teachers of vocational agriculture in others were drafted during the year with a consequent effect upon the results in such schools.

The project work in the white schools embraced the following: Crop rotation, Corn and legumes, Tomatoes,

Cotton, Gardening, Farm crops, Trucking, Hog raising, Calf, Bees, Poultry.

The project work in the negro schools included: Corn, Peanuts, Cotton, Gardening, Pigs, Poultry.

All-day Industrial Schools.

The Central High School and the Ensley High School, located in Birmingham, qualified as all-day trade schools offering courses in pattern-making and machine shop practice. The work offered was such as to conform substantially to the requirements of the State and Federal Boards and while the numbers receiving instruction were not large, the appreciation of the work done steadily increased, so much so that a special supervisor of vocational education has been employed for full time for the year which began July 1st. There is close connection between the teaching of trades and industries in Birmingham and the teacher-training work at the University of Alabama, and we confidently believe that rapid development will result in the Birmingham district another year, particularly in evening trade and industrial schools.

Part-time Schools.

The cotton manufacturing centers of Lanett, Langdale, and Fairfax early qualified for part-time work in general continuation subjects for pupils over fourteen years of age. We regard this work as satisfactory and three other manufacturing centers, Riverview, Opelika, and Shawmut, are also preparing to undertake similar work.

Evening Schools.

Lanett, Langdale, and Fairfax early qualified as evening schools offering work in trade extension subjects. Inasmuch as the attitude of the mill men and of the employees has been altogether satisfactory and for the further reason that the cotton manufacturing industry rep-

resents the second largest manufacturing line in the State, we believe there is a bright future for this type of vocational training.

The Board of School Commissioners of Mobile county conducted an evening class in radio buzzer instruction for drafted men in the Mobile High School. There was a total enrollment of 36. The course was completed by 23, of whom 16 have already entered the service, according to the report of the instructor. "With the limited time at our disposal," says he, "I feel that very good results have been accomplished. Many words of appreciation have come from the students for the opportunity to qualify for this particular branch of war work."

All-day Home Economics Schools.

Federal aid for the teaching of vocational home economics is a very meager sum for Alabama owing to the relatively small proportion of urban population. This, coupled with the fact that we have no funds available with which to employ a supervisor, made it difficult to attain the standard desired for the teaching of vocational home economics; in fact, since the schools had no funds with which to match Federal money, we were able to do nothing among the whites other than create a sentiment for the introduction of the work the following year. Unfortunately, Miss Patterson died near the end of the term and that has made the outlook for the following year somewhat discouraging. One negro school did qualify, namely, the Mobile County Training School at Plateau.

Teacher-Training.

For the training of teachers in vocational agriculture, the Alabama Polytechnic Institute at Auburn was designated for whites and Tuskegee Institute at Tuskegee was designated for negroes. The work at Auburn was not initiated during the year.

A simple beginning was made at Tuskegee Institute and there is every reason to believe that satisfactory work will be done there another year. It is hoped that Auburn also will set up such machinery for the training of teachers as will conform to the requirements of the Smith-Hughes Law.

For the training of teachers in trades and industries, the University of Alabama was approved for whites and Tuskegee Institute for negroes. Professor V. P. McKinley, a graduate of Columbia University with antecedent practical experience, was placed in charge of the teacher training work. In addition to the teacher training work at the University he organized a class of eleven prospective teachers in automobile repairing in the city of Birmingham, and upon their completion of the course they were promptly given positions at the University where government work of this kind was being done. At the University, 400 students are being trained for technical war work and this has been made possible to some extent at least by the teacher training work under Professor McKinley referred to above. No more promising phase of vocational work has been tried out in Alabama this year and considerable expansion and development will undoubtedly result the coming year.

For the training of teachers of vocational home economics, the Alabama Girls Technical Institute at Montevallo was designated for whites and Tuskegee Institute for negroes. The work in each institution has conformed to the requirements set out in the Alabama plan and even better work will be done in the future. As I have already stated, Miss Martha Patterson, Head of the Department, died unexpectedly in May and this has greatly hindered the projection of this work for the new year.

The Alabama Board does not pride itself upon the amount of work accomplished during the year covered

by this report. The handicap of lack of funds, the late beginning, and the disadvantage that might result from abortive attempts constrained us to go slow. We do feel, however, that we have made an honest and hopeful beginning and that but little has been done that could in any way prejudice the growth of the work in the future. We are preparing a bill to be introduced at the session of our Legislature in 1919 that will make it possible to project the work in Alabama in a constructive way. The people of the State will not be satisfied with an appropriation from the State treasury that will not be ample to match the Federal funds dollar for dollar, and in addition provide sufficient funds with which to employ expert supervisors in the three fields comprehended under the Smith-Hughes Law. This done, vocational education in Alabama can be undertaken in a way to guarantee its success.

WAR ACTIVITIES

The entire school forces of Alabama have been thoroughly in sympathy with the war program, and every agency and movement that had just claim to recognition has not only found an open door to the schools but a ready and helpful ally in the teachers.

In the effort to prevent waste, to promote efficiency and avoid exploitation, the Alabama Educational Association at its last annual meeting created an advisory war council composed as follows: C. B. Glenn, W. C. Griggs, C. W. Daugette, N. R. Baker, A. F. Harman, J. S. Thomas, R. E. Ledbetter, W. C. Blasingame, Spright Dowell, Chairman. This council grouped itself into sub-committees, the Chairman being an ex-officio member of each, as follows:

Illiteracy—A. F. Harman, C. W. Daugette.

War Savings—C. B. Glenn, W. C. Griggs.

Red Cross—N. R. Baker, J. S. Thomas.

War Gardens—W. C. Blasingame, R. E. Ledbetter.

The function of the council was defined to promote the interests of the schools during the period of the war, to see that the right emphasis is given by all the schools to all worthy war activities, to protect the schools from exploitation by eliminating certain non-essential agencies and to inculcate in boys and girls and in the several communities a lofty type of patriotism.

The first act of the council was the preparation of a "Handbook of Patriotic Instruction" in which was presented the choicest literature bearing upon the meaning of the war, a statement of the purpose and plan of the various war activities in which the schools were expected to participate, and such other material as would give to any teacher practically all the information necessary to fully co-operate both in the teaching and practice of patriotism.

No announcement was made that reports would be expected of the various schools on their war activities and for that reason specific data were not furnished by many teachers and by a number of county and city superintendents whose schools did valuable work. From the material in hand, however, the following summaries have been made, which, it will be noted, take no account of work done in institutions of higher than secondary grade.

I. Number of schools engaging in one or more activities..... 1,280

1. Agricultural Schools	6
2. County High Schools.....	36
3. Cities and Towns.....	26
4. Rural Schools (30 counties).....	1,212

II. Liberty Loans.

1. Amount raised	\$722,134
1. Agricultural Schools	\$5,550.00
2. County High Schools.....	44,050.00
3. Cities and Towns.....	587,784.00
4. Rural Schools	84,550.00
2. Number of pupils working.....	26,588

III. Red Cross.

1. Amount raised	\$46,260
1. Agricultural Schools	\$ 843.00
2. County High Schools.....	2,275.00
3. Cities and Towns.....	6,506.06
4. Rural Schools	36,636.00
2. Number of Auxiliaries.....	693
3. Number of Members.....	74,339
4. Number of 100% Classes.....	487
5. Number of 100% Schools.....	168

IV. War Gardens.

1. Number of School Gardens.....	3,143
2. Number of Home Gardens.....	9,829
3. Number of Workers.....	14,708

V. War Savings Stamps.

1. Number of Children Investing.....	24,188
2. Number of Societies.....	1,438
3. Amount bought	\$237,755.23
4. Number of 100% Classes.....	147
5. Number of 100% Schools.....	43

Connected with the figures reported above are many interesting facts which it is not deemed best, in the sense of fairness, to enumerate here. Enough has been shown to indicate that the schools of Alabama have played a conspicuous part in awakening the State to a full realization of the meaning of the world war and to a full participation in all worthy efforts for winning it. This activity of the schools has been attended by an enlarged appreciation on the part of the general public of the school as the most typical democratic institution in the world and as the one agency, which more than any other, conditions the progress and perpetuity of community, state, and national life.

The part the schools have played in the illiteracy drive of the summer cannot be stated in precise terms. The report on the Illiteracy Drive which follows furnishes very convincing proof that school people have had a conspicuous part in the splendid results accomplished.

ILLITERACY

The Legislature of 1915 created the Alabama Illiteracy Commission for the removal of adult illiteracy. The personnel of the Commission as named by the Governor is as follows: Ex-Governor Wm. D. Jelks, Chairman; Hon. Jas. B. Ellis, Mrs. J. H. McCoy, Mrs. W. K. Linscott, and the State Superintendent of Education who is ex-officio secretary-treasurer.

After organization, the Commission employed Mrs. E. D. Thames as Field Agent and she did valuable pioneer work for some five or six months. Miss Esther Foster was named as the successor of Mrs. Thames, and continued in the work until August of the current year.

The Commission first attacked the problem of illiteracy in a general way and the summer schools of 1916 held in many districts of many counties in the State brought relief and literacy to not a few men and women of mature years, who had been denied the privilege of an education because of adverse conditions following the civil war or the indifference and neglect of parents. Following the work of the summer of 1916, it was decided to undertake intensive work in four counties, namely: Coffee, Dale, Escambia, and St. Clair. The results from this concentrated and definite plan were highly gratifying and encouraged the Commission to follow it during the succeeding year.

America's entrance into the war tended for a time to interfere with local plans for reasons that can be well understood. Then came the announcement that there were seven hundred thousand illiterate men of military age in the first draft. It was quite natural, therefore, for the Commission to turn its attention to the question of illiteracy among draftmen in our army camps. A study of conditions in the several camps and an examination of the data on registration cards showed that there was a very specific and much needed field of work

ready for the best efforts of the Illiteracy Commission. In order to discover the best means of attacking the problem, the Field Agent, Miss Foster, was sent to Camp Wheeler to study the question at first hand, and the results of her visits which were quite illuminating are incorporated in the report of the Illiteracy Commission.

The worthwhileness of attacking the problem and a successful plan of doing so was plainly evidenced by the remarkable success of the unique experiment made at Camp Sheridan during the past few months in the teaching of illiterate white men, foreign and native born. The work was directly under Prof. W. C. Blasingame, who was released for the work by President Thach of the Alabama Polytechnic Institute. Upon the resignation of Mr. Blasingame, Dr. J. S. Robinson, Camp Educational Director of the Y. M. C. A. and his assistants who are practical school men took up the work with commendable zeal. The plan was enlarged and as a result we have one of the finest instances of community cooperation to be found anywhere. The work of teaching is done by some of the most cultured women of the State, including many teachers of the city of Montgomery, and some from other parts of the State. These teachers are transported to and from the camp by the Woman's Motor Corps Division who also serve as substitute teachers whenever the need arises. The results in the camp show that this community enterprise is much more successful than when the illiterate draftmen are taught by their fellow soldiers. The teaching is better, the interest is greater, and the contact is more helpful. The official report shows that 180 classes have been formed with an average daily attendance of 1,350 and that 350 received certificates of proficiency in reading and writing.

While the Illiteracy Commission co-operated heartily in the Sheridan plan its most significant work for the year has been the initiation of a State-wide movement

against illiteracy among draftmen. A systematic campaign was planned and additional field agents were employed to present the matter to the various Rotary Clubs, Chambers of Commerce, Federation of Clubs, and other business and social organizations of the State. Hon. Lloyd M. Hooper, Chairman of the State Council of Defense, became intensely interested and proved to be a most hearty supporter of the movement. The Council made an appropriation sufficient to cover the traveling expenses of ten regional organizers for a six weeks drive. In order to guarantee success and secure concert of action, a joint committee representing the Alabama Illiteracy Commission and the State Council of Defense was appointed to direct the intensive campaign, as follows: Ex-Governor W. D. Jelks, Supt. Spright Dowell, Pres. C. W. Daugette, and Supt. A. F. Harman, Executive Secretary. The committee made an appeal to the heads of the several leading institutions of the State and the following regional organizers were appointed:

Dr. T. W. Palmer, Alabama Girls Technical Institute.
Dr. H. J. Willingham, Florence Normal School.
Dr. C. W. Daugette, Jacksonville Normal School.
Dr. E. M. Shackelford, Troy Normal School.
Dr. G. W. Brock, Livingston Normal School.
Prof. Raleigh Greene, Moundville Normal School.
Supt. W. R. Harrison, Montgomery City Schools.
Supt. S. O. White, Opelika City Schools.
Supt. S. R. Butler, Huntsville.
Mrs. W. K. Linscott, Mobile.

On account of pressing duties, Dr. Palmer and Dr. Willingham were unable to take an active part in the work; and they were represented by Prof. C. R. Calkins and Prof. J. T. McKee, respectively. A territory comprising from five to nine counties was assigned to each organizer, whose duty it was to visit the counties, arouse

and stimulate interest, give expert advice, and adapt the general plan to suit local needs. After projecting the campaign, they kept in close touch with the progress in each county, and their work was followed up by the field agents of the Commission, under the direction of the Executive Secretary. Mr. Harman also waged an aggressive campaign from the office of the State Council of Defense.

A large part was played by the Alabama Federation of Women's Clubs in financing the summer campaign. An appeal was made to the Federation through its president, Mrs. James R. Hagan of Mobile, by the Advisory War Council of the A. E. A. for funds to defray the expenses of the four field agents and to cover the cost of printing and distributing a suitable textbook. The response to the appeal was ready and through the splendid work of the Education Secretary of the Federation, Mrs. Zebulon Judd, with the assistance of the very efficient District Vice-Presidents and District Chairmen, and the interested co-operation of individual clubs in every county, liberal funds were procured. Approximately \$5,000.00 has been turned over to the Secretary-Treasurer of the Illiteracy Commission.

The results of the campaign fully justified the wisdom of its inauguration and the strenuous efforts put forth for its success. Besides the splendid work of the co-operating agencies mentioned above, honorable mention should be made of the County Central Committee, consisting of the Judge of Probate, County Superintendent of Education, a member of the Federation of Women's Clubs, President of County Medical Association, President of School Improvement Association, County High School Principal, Farm and Home Demonstration Agents, and Superintendent of City School of county site; numerous patriotic citizens; the loyal, faithful teachers who taught without monetary compensation;

and the illiterate draftmen who volunteered gladly to be taught when the patriotic appeal was made to them.

The plan as projected has received unqualified endorsement from the highest authorities—G. J. Hubbard, Adjutant General; E. H. Crowder, Provost Marshal General; Arthur H. Fleming, Chief of Section of National Council of Defense; A. M. Soulby, Departmental Educational Director; and Newton D. Baker, Secretary of War. But after all, the highest endorsement comes from the men themselves who have been taught their realization and evaluation of the great good that has come to them; their deep desire that those coming after them shall be granted full educational privileges; their determination that legal force shall be employed where necessary to require all boys and girls to take advantage of the privileges offered by the public schools.

The figures given below, though incomplete, indicate what was accomplished. From several counties where good work was done, no reports were obtained; in many instances, work accomplished by individual teaching was not reported; and in almost every school illiterates other than draftmen were taught.

Total number of illiterates reported.....	7,651
Total number of illiterates taught.....	3,563
Percentage taught	46.5
Number of counties reporting teaching done.....	40
Number of counties reporting no white illiterate draftmen	5

The Alabama Illiteracy Commission while constituted by law has been dependent upon voluntary contributions. But for the splendid liberality of the Federation of Clubs, of the Council of Defense, of other friends who prefer that no publicity be given, and of the schools themselves, which made a Thanksgiving offering in 1917 of approximately \$1,800, the Commission could not have

carried on the campaign against illiteracy. Enough has been accomplished to convince the most dubious person that the elimination of illiteracy is a concrete and practical problem that admits of solution. Best of all is the by-product, the general interest aroused for universal education.

It is a question for the Legislature to decide whether it will follow the example of other States and make an appropriation that will enable the Alabama Illiteracy Commission, in co-operation with the public spirited people of the State, to absolutely wipe out illiteracy in Alabama.

CERTIFICATION OF TEACHERS

To guard the gateway to the teaching profession of Alabama the law provides for a State board of examiners and no person is eligible to teach in any public school who does not hold a State certificate. The Attorney-General has rendered an opinion which not only makes it illegal for any teacher who does not hold a certificate to teach in a public school, but also declares that no school in which a teacher is employed who does not hold a certificate can be considered a public school so long as such teacher gives instruction in the school. The activities of this board are set out in detail in the report of the Secretary of the Board which follows:

Hon. Spright Dowell,
Superintendent of Education,
Montgomery, Ala.

DEAR SIR: In compliance with your suggestion; I take pleasure in submitting a brief official account of the activities of the State Board of Examiners for Teachers during the scholastic year ending September 30, 1918. This Board is composed of the State Superintendent of Education as ex-officio president and two

appointive members, a man and a woman, the man being secretary of the Board.

Under the law the Board of Examiners is authorized to issue first grade certificates on the basis of graduation and without examination to graduates of the four Class A Normal Schools, the Alabama Girls Technical Institute, schools of other states with similar standards, and also to graduates of standard institutions of this and other states, provided such graduates have completed as much as fourteen semester hours of professional study as prescribed by the Board. A standard institution means one which requires the completion of four full years of college work above the four-year high school, and has an adequate faculty both in numbers and professional qualifications. Such an institution must maintain a distinct department of education whose head is a specialist in educational branches and who gives his entire time to the work of that department.

At present the following Alabama institutions are on the list for the certification of teachers without examination: University of Alabama, Alabama Polytechnic Institute, Alabama Girls Technical Institute, Howard College, Birmingham-Southern College, Woman's College, Judson College, Athens College, and the four Class A normal schools, Florence, Jacksonville, Troy, and Livingston. Beginning with the year 1918-19, such graduates of Talladega College as shall meet the requirements of the State Board of Examiners may be granted first grade certificates on the basis of graduation. This is the only negro institution in Alabama which has been placed on the accredited list for the certification of teachers without examination.

As a result of this statute, during the last scholastic year, 441 first grade certificates were issued, as against 409 for the preceding year. A considerable number of these were granted on the basis of graduation from insti-

tutions of other states, particularly from Georgia, Mississippi and Tennessee. Only a very small number of applicants for the above-named certificates were males, a fact which may very probably be attributed to war conditions. Most of our young men had been inducted into some form of war service. Notwithstanding this deficit of male applicants, it is interesting to note that there was an increase of 32 certificates over last year. This bespeaks favorably for higher female education in the State.

During 1917-18, the Board validated 224 certificates from other states, whereas only 57 were validated during the previous year. This astonishing increase was due largely to the temporary or emergency validation of certificates issued by other states some of which were not in every respect equivalent to our own, a policy which would not have been followed under normal circumstances. At first, the Board adopted the plan of validating only until the next succeeding Alabama examination such certificates as were not on a parity with ours, but in many cases this plan proved to be unsatisfactory, because many teachers preferred to discontinue school after Christmas rather than write the December examination, while of those who wrote the examination some failed to receive a certificate, and all of them of necessity had to spend time in preparation that might have been put to better use in their daily school work. For these reasons the Board in the summer of 1918, adopted the present policy of validating for one year any state certificate which is valid for that length of term in the state of issuance, although it may not be the equivalent of an Alabama certificate of the same class. The exigencies became still more pressing and about a month before the close of the school year, the Board of Examiners went one step further and signified its willingness to validate until the next succeeding examination any county certifi-

cate, provided such certificate is valid during that length of time in the state of its issuance. Under the present plan many schools are being taught which could not have been filled.

It should be remembered that such a validation policy is solely an emergency measure and the Board of Examiners will discontinue it at the earliest moment feasible.

Under our present law any grade of certificate (except Life) can be extended for one year at a time and for a total of not more than four consecutive years, provided the holder of such certificate submits evidence to the Board of having pursued professional study, approved by the Board, for as much as six weeks at some standard educational institution within the twelve months next preceding the expiration of the applicant's certificate. The Board specifies for extension privileges a maximum of twenty, and a minimum of fifteen, hours a week for six weeks, at least ten hours of which are professional. An applicant may, likewise, satisfy the requirements for certificate extension by pursuing, with a passing grade, the regularly prescribed course of study in any Class A normal or in the teacher-training department of any college or other institution recognized by the Board of Examiners. The Board extended 475 certificates during the year just closed, whereas the number of extensions for the previous year was 578.

The above figures are significant when it is remembered that most of the summer schools of the State were fuller in 1918 than ever before. I think this discrepancy in the number of extensions is evidence of the fact that more teachers attended summer school this year not merely for extension credit but for the purpose of pursuing truly professional courses with a view to better fitting themselves for membership in the profession of teaching. The following Alabama institutions are recognized as meeting the Board's requirements for the

extension of certificates: University of Alabama, Alabama Polytechnic Institute, Troy Normal, Livingston Normal, Florence Normal, Jacksonville Normal, and Howard College for whites; for negroes, Tuskegee Institute, Selma University, Stillman Institute, Montgomery Normal School, A. & M. College, and Miles Memorial College.

The combined number of applicants who wrote the regular examination in December, April, and July was 9,020. This does not include validations, extensions, nor certificates by graduation, which together numbered 1,140. The grand total of applicants for 1917-18 was 10,160, as compared with 12,263 the previous year. Of the 10,160 applicants, 7,825 were white and 2,335 colored. By reference to the consolidated report of the Board of Examiners for 1917-18 (see statistical section of this volume), it will be observed that certificates were issued as follows: Life, 90; first, 803; second, 1,679; third, 3,226—making a total of 5,798 who received certificates as against 4,976 the year before. The total number rejected was 4,362. Thus 52% of those actually writing the examination received certificates, in addition to the 1,140 certificates which were either extended, validated, or given on the basis of graduation. The fact that 52% instead of 41% of the applicants for the year 1916-17 were granted certificates shows, doubtless, that the dire necessity of teachers was reflected in the work of the Board of Examiners which, regardless of its desire to maintain a high and inflexible standard, felt compelled to be somewhat more lenient than usual in its grading of the applicants' papers.

For 1917-18, the Board of Examiners received \$13,425.35 in the form of fees for teachers' certificates and disbursed \$12,100.04 for postage, clerical service, conduct of examinations, salaries of the members of the State Board of Examiners, etc., leaving a net income of

\$1,325.31 for the year. In 1916-17 the total receipts by the Board of Examiners were \$14,328.83, with a net income of \$78.08.

All the examination papers are graded by the two members of the Board of Examiners with the assistance of certain other well qualified persons who are retained as regular graders for each examination. Some of these graders have served for more than a decade and are thoroughly familiar with the work. Each applicant, therefore, may be fully assured that his or her papers will receive the most careful consideration possible. The papers are kept on file, subject to inspection by the applicant, for six months subsequent to the examination, after which they are destroyed.

I am pleased to report that the work of the graders, as a rule, has proved highly satisfactory. I regret, however, to say there are still a few applicants who endeavor to use unfair means in procuring a certificate by examination. The Board is exercising every available precaution to detect and eliminate this type of applicants. A list of the names and addresses of all who are rejected for cheating is mailed to every county superintendent in the State.

Two special bulletins relative to the certification of teachers are printed and distributed each year by the Board of Examiners. Bulletin No. 32 contains the rules and regulations governing the certification of teachers, and Bulletin No. 40 specifies the particular subjects to be used on the regular examinations during the current year.

In conclusion, may I not suggest one or two modifications of our present law in regard to the certification of teachers so as to empower the Board of Examiners (1) to grant special certificates for the several grades of school work; (2) to give extension credit for work properly done at a standard institution at any time during

the validity of the applicant's certificate; (3) to give more liberal credit toward extension for summer school work.

Very respectfully,
JOHN B. CLARK,
Secretary State Board of Examiners.

TEACHERS' INSTITUTES

The teachers' institute is an agency for the improvement of teachers in service. It is not contended that it is possible to give any considerable amount of method in the short space of a week. Neither is it contemplated that the institute will in any way remove the need of professional training such as is to be had at our normal schools and other institutions of higher learning in term time or even at their summer sessions. The relatively large percentage of teachers, however, who have had no professional training whatever makes it necessary in our present stage of development to maintain this agency which makes it possible for experienced and inexperienced teachers to meet together for an intensive study of the methods to be employed during the school year in teaching the specific texts and subject matter prescribed in the official course of study.

The institute also meets an equally important need by providing an opportunity for the State and county authorities to have all the teachers of a county assemble under the authority of law to confer about the policies that are considered for the best interests of the schools of the State and county. Through these meetings the teachers are quickly and uniformly acquainted with what their educational leaders think should be stressed, including the interpretation of any legislation that presents any complication.

Under the law the institute is ordinarily held for four days, beginning on Wednesday and closing on Saturday.

The policy of the Department is to hold these institutes in the fall and as near the opening of schools as possible. This enables the teachers to apply in their daily work whatever of benefit and information they may gather.

The State Department has authority to employ institute workers of expert training and they go to the several counties for the conduct of the institutes. It is the general policy, however, to make each institute distinctly a county affair and the Saturday session is devoted exclusively to county matters, the county superintendent and the officials of the county teachers' association being in charge.

If the State Department had the authority to shorten or lengthen the institute as local conditions might make desirable, to remit the fee, and if the teachers could be uniformly paid as for time taught it would be possible to make this already valuable agency of even wider service.

The character of the work done during the year and specific data about our teaching force appear in the report of Mr. R. E. Tidwell, Director of Institutes, herewith attached.

Hon. Spright Dowell,
Superintendent of Education,
Montgomery, Alabama.

The report herewith attached will give you in somewhat abbreviated form the general character of the work carried on in the institutes during the scholastic year closing September 30, 1918.

The work of the institutes during the past year roughly falls into two general subdivisions: first, problems of administration presented at the general sessions of the institute; second, methods of instruction given at the departmental sessions. Under the administrative head school laws were discussed at length. Special attention was given to the Compulsory Attendance Law which

became effective October 1, 1917. Explanations of the law were given to all the teachers of the State, making possible a more uniform interpretation and enforcement. The Rural Schoolhouse Law, the County Board Law, and others also received considerable attention and the special bulletins explaining them were gone over in detail. One period of forty minutes was given to the discussion and explanation of the purpose and opportunities of supervision. This proved to be exceedingly helpful, inasmuch as many of the county superintendents were new in the work and desired help. They were also glad to have the teachers hear from someone not connected with the county superintendent's office an explanation of just what the teachers are expected to do and what they are expected to gain from the supervision of the county superintendent and his assistants. Other subjects discussed at the general sessions were illiteracy, school improvement work, the local educational status as revealed by the teachers' enrollment blanks, and the educational outlook and opportunities in the State.

Throughout the year the work of the institutes was correlated to some extent with the Junior Extension Work, carried on under the direction of the Extension Department of the Alabama Polytechnic Institute. In most counties, representatives of the extension department assisted by the demonstration agents organized short courses which were held at the same time the institutes were in session. On Friday morning the boys, and in a number of counties girls also, were given opportunity to present before the teachers an interesting program, consisting of songs, memory selections and short appropriate speeches, pertaining to their work as an organization. Courses of this kind have been of great service, giving the boys and girls training in how to conduct club meetings, as well as directions for working out their several projects. It has also been of great value to

the teachers, giving them a model demonstration of how to carry on the junior club work in their several communities.

A representative of the Department of Agriculture was present at each of the institutes and delivered an address to the teachers, urging them to make a careful study of local conditions and to assume the leadership in movements to increase food production as a war measure. Representatives of the various war activities were present at many of the institutes and much valuable information was given to the teachers pertaining to war work. All of these representatives realized that the most direct route to the people is through the public schools, and some half dozen representatives of as many movements were present at practically every institute, anxious to come before the teachers with their several messages and appeals.

In the departmental sections, special attention was given throughout the year to English, including language, composition, reading, and literature. This work was centered around the reading circle texts; in the elementary sections, Leiper's Language Lessons; and in the high school section, Thomas' The Teaching of English in the Secondary School. It is believed that this part of the institute work was particularly in line with the needs of the teachers of the State. There was widespread interest, and in a large number of the institutes, committees were organized to present plans for carrying out the suggestions. Standard requirements were formulated in all the English subjects and in many cases efforts were made to establish uniform standards in the other subjects of the elementary school course. Mention may be made of the interest and assistance given in many of the institutes by members of the Better English Association. They have rendered special service through Better Speech Programs.

In the high school section, the different phases of English were discussed. Particular attention was given to the need for better articulation between the elementary and high school work. The importance of the co-operation and co-ordination of all departments in giving application to English instruction was set forth and emphasized. The high school section was usually presided over by the county high school principal, but the State high school inspectors and the director of institutes assisted in the departmental sessions. There was a generous response from the high school teachers, which leads to the conclusion that it is important to have present at all institutes someone who is particularly interested in high school work and who is prepared to lead in the various discussions.

FACTS FROM ENROLLMENT CARDS

The following summary will give a general idea of the personnel of the teachers who attended the institute during the past scholastic year:

1. Enrollment—

Male	1,870
Female	6,226
	—
Total.....	8,096

2. Number of Grades Taught—

Number teaching	
a. Six or more grades.....	1,995
b. Four or five grades.....	1,583
c. Two or three grades.....	1,992
d. One grade	759
e. High school subjects.....	1,980

3. Experience in Years—

a. One year	930
b. Two years	921
c. Three years	832
d. Four years	673

e. Five years	560
f. Six or more years.....	3,171
Average experience, six years.	

4. Teachers Who Have Been in Same Locality—

a. One year	3,154
b. Two years	1,056
c. Three years	484
d. Four years	272
e. Five years	177
f. Six or more years.....	761
Average time in same community, two years.	

5. Experience in Months—

Number who have taught:

a. One to ten months.....	1,492
b. Eleven to thirty months.....	2,307
c. Thirty-one or more months.....	3,506

Average experience of elementary teachers, 35 months.

Average experience of high school teachers, 28 months.

6. Special Subjects:

Number Teaching:

a. Industrial Arts	363
b. Agriculture	3,029
c. Cooking	4,029
d. Sewing	727
e. Music	1,380
f. Drawing	2,380

7. Reading Circle—

Number taking reading circle work.....	3,634
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8. School Improvement Organizations—

Total number of school improvement organizations.....	2,109
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9. Grade of Certificates—

a. Third grade	1,963 or 25½ %
b. Second grade.....	2,730 or 35 %
c. First grade.....	1,850 or 24½ %
d. Life	1,174 or 15 %

Total.....	7,717
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10. Preparation of Teachers—

Number attending:		Number graduating:	
a. High school	6,171	3,340
b. Normal school	2,550	.....	1,087
c. College	1,659	.....	993
d. Number not reporting preparation, having had only elementary school training.....	1,995		

COMMENT

The most striking change in the enrollment is the decrease in the number of men and the corresponding increase in the number of women. The number of men enrolled during the year was twenty per cent less than the number enrolled during the previous year. This would indicate that at least one out of every five of the men engaged in teaching has been called to the service of his country. When we also consider the fact that probably a thousand women have left the teaching profession to undertake various lines of war work, we can understand that there has been a great change in the personnel of the teaching force. It makes it all the more necessary that the work of the institutes be emphasized, in order that beginning teachers may have at least the minimum of professional instruction such as is offered in our institutes.

Another matter that should receive the attention of school authorities is the fact that nearly two thousand teachers have in their charge six or more grades. By a system of consolidation this condition could be largely remedied, if not entirely eliminated. No teacher can do her best work under such conditions. It may also be observed that practically half the teachers of the State move every year. This fact in itself is evidence of unsatisfactory work and indicates a lack of interest on the part of the people in the community where such changes are being constantly made.

There will appear to be a discrepancy in the number of teachers enrolled in the institutes and in the number holding the several grades of certificates. This is explained by the fact that teachers of certain high school subjects are not required to hold certificates and by the further fact that some who enrolled had taught the limit of their certificates and had not yet qualified for a new one. A study of the information gathered through the institutes leads to the following conclusions: first, that although the teaching force of Alabama is rapidly changing, a large and wholesome majority have had some professional training and are alive to their professional responsibilities; second, that there is a growing sentiment among the teachers of Alabama, reaching even the new and untrained, that in order to succeed as teachers, it is necessary to equip oneself for the work along professional lines in addition to the academic requirements for certification; third, that the school forces in Alabama are recognized by the people of the State as holding the most strategic positions for the dissemination of information, patriotic or otherwise; finally, that the outlook for improvement in education is brightening, and that with the increased amount of funds available for schools, there is a corresponding increase in the professional equipment of teachers.

I am including in this report data gathered from the enrollment cards of teachers who attended institutes for negroes, which, compared with the corresponding statistics for the preceding year, show hopeful evidences of progress.

1. Enrollment—

Male	468
Female	1,648
<hr/>	
Total	2,111

2. Number of Grade Taught—

Number teaching:

a. Seven or more grades.....	410
b. Five or six grades.....	1,078
c. Three or four grades.....	202
d. One or two grades.....	370

3. Experience in Years—

a. One year	234
b. Two years	162
c. Three years	156
d. Four years	157
e. Five years	160
f. Six or more years.....	1,191

Average experience, 8.7 years.

4. Teachers Who Have Been in Same Locality—

a. One year	810
b. Two years	314
c. Three years	186
d. Four years	126
e. Five years	86
f. Six or more years.....	538

Average time in same community, two years.

5. Experience in Months—

Number who have taught:

a. One to twenty months.....	654
b. Twenty-one or more months.....	1,406

Average experience of elementary teachers, 60 months.

Average experience of high school teachers, 27 months.

6. Special Subjects:

Number teaching:

a. Industrial Art	398
b. Agriculture	749
c. Cooking	441
d. Sewing	857
e. Music	506
f. Drawing	876

7. Reading Circle—

Number taking reading circle work.....	551
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8. School Improvement Organizations:

Total number of school improvement organizations..... 403

9. Grade of Certificates—

Third grade	1,395
Second grade	569
First grade	41
Life	103

10. Preparation of Teachers—

Number attending:		Number graduating:
High school	1,683	442
Normal school	798	610
College	80	62

Respectfully submitted,
R. E. TIDWELL,
Director of Institutes.

TYPICAL INSTITUTE PROGRAM**Wednesday A. M.**

- 10:00 Opening of Institute.
- 10:30 Organization of Institute.
- 10:45 Enrollment.
- 11:15 Alabama's Educational Awakening.
- 12:00 Noon Recess.

Wednesday P. M.

- 1:30 Music.
- 1:40 Assignment of Numbers and Roll Call.
- 2:00 Departmental Sessions—
 English: Primary Section, Grammar Grades Section,
 High School Section.
- 2:40 Recess.
- 2:55 Reading Circle: "All the Children of All the People."
- 3:30 Adjournment.

Thursday A. M.

- 8:45 Roll Call.
- 8:50 Music.
- 9:00 Supervision—Conductor.
- 9:40 Departmental Sessions—
 English: Primary Section, Grammar Grades Section,
 High School Section.

10:10 Recess.

10:25 Departmental Sessions—

English: Primary Section, Grammar Grades Section,
High School Section.

11:10 Address—High School Inspector.

12:00 Noon Recess.

Thursday P. M.

1:30 Roll Call.

1:40 Departmental Sessions—

English: Primary Section, Grammar Grades Section,
High School Section.

2:15 Recess.

2:30 Departmental Sessions—

English: Primary Section, Grammar Grades Section,
High School Section.

3:05 Reading Circle: "Society, Its Origin and Development."

3:30 Adjournment.

Thursday Night (Optional)—

7:30 Illustrated Talk—Director of Institutes.
Social Hour.

Friday A. M.

8:45 Roll Call.

8:50 Music.

9:05 Adult Schools in Alabama.

9:35 Departmental Sessions—

English: Primary Section, Grammar Grades Section,
High School Section.

10:15 Recess.

10:30 Junior Extension Program.

Optional (Departmental Sessions and General Assem-
bly).

12:00 Noon Recess.

Friday P. M.

1:30 Roll Call, Music.

1:40 Departmental Sessions—

English: Primary Section, Grammar Grades Section,
High School Section.

2:20 General Assembly—Director of Institutes.

2:50 School Improvement: The work of the association in
our schools.

3:30 Adjournment.

Friday Night.

7:30 Special Entertainment to aid Illiteracy Campaign.

Saturday A. M.

8:45 Roll Call, Music.

9:00 Our County's Educational Status—Assistant Conductor.

9:30 Plans and Outlines for the Year—County Superintendent and Board of Education.

10:30 Session of the County Teachers' Association.

11:55 Distribution of Certificates.

12:00 Adjournment.

HIGH SCHOOL SECTION**English Topics**

Reading Circle Text: "The Teaching of English in the Secondary School," Thomas.

- I. Minimum Standards in Seventh Grade English.
Articulation of Elementary English with High School English (based on Chapter II).
- II. Why English, Oral and Written, is of Primary Significance.
Best Way of Teaching Composition (based on Chapters IV and V).
- III. A Practical Method of Co-operation with other Departments (based on Chapter VI).
- IV. Literature: General Principles of Teaching; Poetry, Prose, Dramatization (based on Chapters VII, VIII, IX, X and XI).
- V. Aids in Teaching English. School Paper, Debating, etc. (Based on Chapter XIII.)
- VI. Vocational Training Requiring Adjustments in English Course (based on Chapter XIV).

ADDITIONAL TOPICS

- I. Minimum Requirements as to Laboratory Equipment for Successful Teaching of the Sciences in the High School.
- II. Pre-vocational Possibilities in Teaching High School Mathematics.
- III. An Interpretation of History and Civics with a View to Developing Patriotic Citizenship.
- IV. Vocational Opportunities in the Small High School for Boys.
- V. Vocational Opportunities in the Small High School for Girls.

- VI. High School Clubs and Organizations: Training for Intelligent Participation in Social, Civic and Religious Life of the Community.
- VII. High School Athletics: For boys, for girls.
- VIII. Practical Extension Work in Schools and Communities by High School Teachers.

ALABAMA TEACHERS AND YOUNG PEOPLE'S READING CIRCLE

This agency for the improvement of teachers in service was created by the Alabama Educational Association in 1911. The plan contemplates the establishment of a county reading circle organization with a county secretary to promote the work under the direction of the county superintendent of education. Each year three specific types of study are undertaken—one in methods, one in child psychology or some technical field, and one in some field of general culture. These books are made the basis of study in teachers' institutes and in the county teachers' associations. Ordinarily meetings are held monthly in the several counties by districts, and the reading circle work is the core.

The conduct of the work has been entrusted to the State Department of Education by resolution of the A. E. A. in the effort to make this means of professional reading fit in with the plans of the State Board of Examiners and with the work of teachers' institutes. As an incentive to this work, liberal credit is given by the State Board of Examiners to applicants for life certificates, and some credit is also given to applicants for certificates of lower grades. The only serious criticism of the work as at present carried on is the failure in some counties to have the work done in an organized way and the consequent inability to get at the definite work each teacher has done. The State Board in the effort to secure serious study requires that the work be done through organizations where they have been perfected and that the application for credit be approved by the county

superintendent of education. It is hoped, however, that a further improvement in the character of the work done may be had in those counties where active organizations and regular monthly meetings are not yet held.

The simplest way to guarantee this much to be desired end is to make it possible for teachers who do the work to have their certificates extended for a reasonable time. There seems to be no good reason why the holder of a third grade certificate, for example, who does the reading circle work satisfactorily during the two years of the life of her certificate, should not have such certificate extended for one additional year. It is also equally desirable to have some legal authority for extending the certificate of a second grade teacher for two years if she pursues the reading circle work satisfactorily for the four years comprehended by her original certificate.

The books studied during the year which ended June 30, 1918, were as follows: *Society, Its Origin and Development*, Rowe; *All the Children of All the People*, Smith; *Language in the Elementary School*, Leiper; *The Teaching of English in the Secondary School*, Thomas. For the year which began on July 1, 1918, the following adoptions have been made: *Educational Tests and Measurements*, Monroe, DeVoss & Kelly; *Teaching Elementary School Subjects*, Rapeer; *Vocational Guidance*, Puffer; *Our Schools in War Time—and After*, Dean. These books are furnished the teachers at a substantial reduction from the regular list price through the State Depository.

Some idea of the magnitude of the work may be inferred from the following facts: 569 new members were enrolled during the year; 1,566 certificates were issued; 131 diplomas were granted; 238 applicants were rejected because they failed to conform to the regulations or did not give evidence of having made the proper study of the books.

In order to secure the fullest benefit to the teachers the reading circle should be legally incorporated into the teacher training scheme of the State Department of Education. This would guarantee careful and consistent planning as well as perfect articulation with the certification and institute work. Such a change is directly in line with a resolution of the Alabama Educational Association.

STATE SUPERVISION

The magnitude of the public school system of Alabama is such that it is impossible for the Superintendent of Education to supervise the schools without much assistance, and yet no provision for it has ever been made from the public treasury. This defect has been partially overcome by the generosity of the General Education Board which pays the salaries and expenses of two rural school agents who are placed under the direction of the State Superintendent of Education and who devote their whole time and effort to the improvement of rural schools. The supporting board makes no demand as to the work of these men except that a monthly report of their activities shall be submitted. Without their assistance the State Department of Education would be materially crippled in its effort to stimulate and help the public schools of the State. Mr. J. B. Hobdy is especially charged with the supervision of the work in rural schools for whites and Mr. J. L. Sibley, until a month since, with the corresponding work among negroes. Both of these men have been wholeheartedly interested in their work and have rendered invaluable service. Mr. Sibley left the first of September to go with the Federal Board for the Rehabilitation of Disabled Soldiers. He was succeeded by Mr. J. S. Lambert, for a number of years county superintendent of Baldwin county, a schoolman of proven ability, who will make a worthy

successor to Mr. Sibley. The reports of Messrs. Hobdy and Sibley which follow indicate the general character and value of their work:

*Supt. Spright Dowell,
Department of Education,
Montgomery, Ala.*

MY DEAR SIR: I am submitting herein a brief report of my work as Rural School Agent for Alabama for the fiscal year ending September 30, 1918.

While in the field, I have been chiefly engaged:

1st. In aiding in the erection and equipment of new school buildings and in the repair and equipment of old ones.

2. In planning and effecting consolidated school projects.

3d. In outlining local tax campaigns and doing active work therefor.

4th. In the inauguration of vocational agricultural courses in the district agricultural schools, in the several county high schools and in a few of the larger type of rural schools.

Erection, Repair and Equipment of Rural School Houses.

The administration of the rural schoolhouse law, providing for the construction and equipment of new school buildings and the repair and equipment of old ones, has occupied much of my time while in the office and in the field.

The amount of work required in the administration of the law will be better understood when it is considered that State aid was approved during the year for 360 school districts, representing an expenditure of \$79,426.74 and that a total of \$303,937.60 State and local funds was expended for the erection, repair and equipment of school buildings.

Each application for aid necessitated the examining, and often the clearing, of the title to the site deeded to the State for building purposes; the supplying of plans for new buildings and the drawing of plans for additions to old ones; the approval of all equipment to be installed in old and new buildings; the inspection of all projects for erection, repair and equipment either in person or by some one delegated for the purpose.

The official figures show the distribution of the expenditures of local and State funds to the 360 schools of the 56 counties of the State receiving aid as follows:

<i>Item.</i>	<i>Cost.</i>
115 new buildings constructed.....	\$167,341.59
65 buildings repaired	16,873.59
80 new rooms added to old buildings.....	41,509.15
150 schools equipped with desks.....	29,204.07
42 schools supplied with equipment other than desks	7,174.47
	<hr/>
	\$262,102.87

If 25% is added to the cost of construction of new buildings because of the increased cost of labor and material over the estimated cost of such buildings when the rural schoolhouse law was enacted, the total expenditure on State aided buildings will be \$303,928.26.

Of the 115 new buildings constructed, 30 were of the one-room type; 42 were two-room buildings; 18 were buildings of three classrooms 14 were buildings of four rooms; 6 were five-room buildings and 2 were of the six-room type.

Local Tax Campaigns.

County campaigns have been conducted in 27 of the 38 counties of the State which at the beginning of the fiscal year had not voted the three mill levy. The tax carried in 24 of that number, failing in only three in

which the question was submitted to a vote. I participated in 10 of the campaigns and assisted in planning five others. As a result of the levies voted in the 24 counties during the fiscal year more than \$425,000, an amount which includes the State bonus, will be added to the school funds in those counties during the year 1918-1919.

In addition to the county levies voted, many cities, incorporated towns, and rural districts have voted the three-mill district tax authorized by the amendment to the State Constitution, these district levies aggregating an amount equally as large as that voted in the 24 counties.

It is interesting to note that since the adoption of the local tax amendment to the State Constitution two years ago, the county and district school taxes which will be levied and collected during the year 1918-1919 will total over two million dollars, practically as large as the combined annual constitutional and legislative funds available prior to the adoption of the amendment.

Consolidation of Schools.

I mailed a general questionnaire to all county superintendents of the State during the month of May, 1918, requesting certain information on the progress made in consolidating schools in the several counties of the State. This report covered consolidated projects from May 1, 1917 to April 30, 1918. The figures compiled from the reports submitted show 108 new consolidations for the year. Of these, 55 were effected by bringing together two schools; 24 by bringing together three schools; 27 resulted from the uniting of four schools; and 2 by the consolidation of five schools.

The majority of these consolidations were effected by bringing together nearby schools, making transportation unnecessary. However, 53 transportation wagons were

added to those already in operation during the year, and 847 pupils were transported in these wagons.

It has been our policy to discourage consolidation unless the territory affected had first been carefully surveyed and the consolidation well worked out. We have discouraged consolidations within those counties where the local three-mill tax levies have not been voted. We believe this to be necessary to avoid complications in the voting of the tax levies.

Vocational Education.

I have spent some time since January 1, 1918, in helping to organize and in supervising the work in vocational agriculture in accordance with the plan of the Alabama State Board for Vocational Education, in 18 schools of the State, as follows: 9 district agricultural schools, 1 agricultural high school, 5 county high schools and 3 rural schools.

I have prepared a course of study to be pursued by pupils enrolled in vocational agricultural courses; outlined programs for the several classes provided for in the course, prepared a list of laboratory material and equipment to be purchased and used in giving vocational courses; worked out a number of school programs for individual schools and prepared project blanks and record forms for use in the work.

I have conducted two schools of instruction for the Smith-Hughes workers. One of these was held in Auburn for four days during the month of January and was attended by each of the seven teachers employed in those schools in which vocational agricultural courses had been organized; another was held in Montgomery for three days during the latter part of the month of June. It was attended by the teachers of eighteen schools, seven of whom had entered upon their duties in January and eleven of whom were to begin work with the Federal

fiscal year, July 1, 1918. The last mentioned meeting was attended by the principals of the eleven schools in which the work was to be undertaken.

The instructions given the principals and teachers during these meetings have proven of great value in the general organization and conduct of the work in their respective schools. Without such assistance the teachers would unquestionably have experienced much difficulty in inaugurating a work with which they were unfamiliar.

The supervision of the work has necessitated periodic visits to the schools. These visits number 41 and were made during seven of the nine months that have elapsed since January 1st. During the summer I was out of the State for two months, attending the Harvard Summer School.

Numerous other duties demanded by attention from time to time and interfered with my giving the vocational work the constant supervision it requires if the best results are to be had. I have endeavored to remedy this unavoidable condition by mailing to the teachers of vocational agriculture weekly letters of instruction. Since July 1st, copies of these letters have been sent to the principals of all schools offering vocational courses.

The enrollment of vocational pupils in the eighteen schools since the work was begun numbers 313, each of whom is devoting three school periods daily to the study of theoretical and practical agriculture in the school and in conducting an approved agricultural project at home.

The work is progressing well and unusual interest is being shown by school principals, teachers, pupils and the parents of pupils enrolled. Vocational agriculture has a place in our educational system, and under the new machinery which the State and Federal governments co-operate in offering, it bids fair to be a factor in the

agricultural development of Alabama and an effective complement to the splendid work being done in the State by the farm demonstration and junior extension forces.

Other Activities.

In addition to the work mentioned above I have visited teachers' institutes, school fairs, commencement exercises, and various conferences called in the interest of the war and for education in general.

Because of the great activity in the several phases of work assigned me, and the amount of correspondence involved, I have been compelled to spend a greater number of days in the office this year than heretofore.

Harvard Summer School.

The course arranged by the General Education Board at Harvard University, July 1, 1918 to August 10, 1918, for the Rural School Agents of the South, afforded me a great opportunity for professional improvement. It was given by Dr. Paul H. Hanus, Dean of the Department of Education of the University, and was supplemented by lectures from other distinguished educators of the Harvard faculty. The courses covered the field of school administration and was not only filled with abundance of good things from the ripe experience of Dr. Hanus but with valuable work outlined by him and carried out under his direction during the morning, afternoon and evening hours.

I was greatly benefited by the six weeks' work and am grateful to the General Education Board for making such an opportunity possible, and to you in releasing me from my duties here in order that I might take advantage of the course.

Respectfully submitted,
(Signed) J. B. HOB DY,
Rural School Agent

*Supt. Spright Dowell,
Department of Education,
Montgomery, Alabama.*

MY DEAR SIR: I am submitting herewith a report of the work for the year 1917-18. The fact that I am terminating my connection with the Department as Rural School Agent on September 1st makes it necessary that the figures for the year include only the statistics available at that time.

The war has interfered materially with the progress of all schools during the year. There has been a great shortage of teachers, owing to the fact that salaries, already low before the war started, have been inadequate to meet the increased cost of living, and also to the fact that higher wages in other lines of work afforded opportunities for more lucrative employment to the teaching forces that could not well be resisted. Owing to this shortage, some schools did not open at all during the year.

In spite of the above conditions, negro leaders and teachers have been very responsive to the appeals made upon them for patriotic work and have taken part in Thrift Stamp campaigns, Liberty Bond issues, Red Cross drives, War Garden campaigns and other worthy measures looking to the winning of the war. In this way they have won the commendation of their white neighbors and demonstrated their loyalty to the State and National Governments. The negro teachers of the State have furnished a large share of the leadership for their people in all of these campaigns.

Homemakers Clubs.

As a war measure, the production and saving of food has received the major attention of public officials in the State. Among the negroes, the work has been stressed by their own farm demonstration agents and home demonstration agents working out from Tuskegee

Institute in Central and Southern Alabama, and from the A. & M. College for Negroes in the Tennessee Valley. In addition, the regular work of the Homemakers Clubs for negro girls and their mothers has been carried on in thirty counties under the supervision of the county superintendents of education. This work was made possible through funds given by the General Education Board and expended through public school officials. This is in keeping with a policy which has been continued each summer for a number of years. Although the figures have not been compiled for the season just closed, those for 1917 will give a fair idea of the extent of the work:

Number of clubs organized.....	582
Number of girls enrolled.....	6,774
Number of mothers enrolled.....	6,915
Total membership	13,689
Number of public demonstrations in canning.....	937
Number of homes visited.....	5,290
Number of quarts of fruits and vegetables saved for home use	461,787

Estimating the fruits and vegetables at 15c per quart the total value of food saved amounts to \$69,268.05—no small amount for one season's efforts.

The Work of the Jeanes Teachers.

During the winter months, when the schools are in session, the counties are enabled to employ special supervising industrial teachers for their negro schools through assistance from the Jeanes Fund. For the year 1917-18 there were thirty agents employed in 26 counties, three of the counties which have a large number of negro schools employing two. Their work requires them to visit rural schools, to teach elementary industrial subjects to the children, to help the teachers in their work, and to create an interest on the part of the patrons

in improving school conditions. The success of their work is measured by the fact that in 1913 there were only eleven of these agents employed, while in the year just closing the number had increased to thirty. In Macon county a young negro man is employed to look after school and home gardens and do club work among the boys. He has been especially successful in corn and pig club work. This is attested by the fact that one white gentleman donated ten pigs to be given to negro boys in the county.

State Supervision.

In addition to the Rural School Agent, the Department has been enabled to employ a colored agent to assist in club work and rural school improvement. Her salary and traveling expenses have been borne jointly by the Jeanes Fund and the General Education Board. In the winter her time is given to assisting the Jeanes teachers in their work, and during the summer she supervises the canning clubs and garden work.

Two colored institute conductors are employed by the State Department of Education who hold institutes in the several counties for the improvement of teachers in service. The Alabama Illiteracy Commission has kept a colored agent in the field for a campaign against illiteracy among negroes. A large part of her salary and traveling expenses have come from the voluntary contributions of the negroes themselves. These four workers have done much to improve conditions among the colored schools and have deserved and received the co-operation of public spirited people throughout the State.

Rosenwald Schools.

War conditions have interfered materially with school-house building, but the negroes continue to show a most commendable spirit in the matter of improving their schools. The Rosenwald Fund administered through

the Extension Department of Tuskegee Institute enables small communities to erect new buildings, paying about one-third the cost of the building, the negroes and the public school funds furnishing the balance. The property is deeded to the State. Statistics are not available at this writing as to the number of new buildings erected or repaired during the year with this aid.

Types of Schools Needed.

No one, in making even a casual survey of the field, can fail to see the need of some system of elementary instruction. The average school term is short, being only 89 days for rural negro schools and 104 days for rural and city negro schools combined. The attendance is irregular and the school houses poor. The type of teaching is far from satisfactory, and needs to be greatly improved.

Before the Civil War the negro had better facilities for receiving vocational training than he has today. On the plantation each received that training which would enable him to play a useful part in the plantation life. Many of the best negro blacksmiths, carpenters and artisans of a decade ago learned their trades on the plantation. Just as it was the duty of the slave under the old regime to be useful to his master, so it is the duty of the citizen under present conditions to be useful to the State. Unfortunately with the disappearance of the plantation system, the average negro child in the rural districts has been allowed to grow up without the means of acquiring any practical training at all. The present war, however, is teaching us the value of the trained citizen, one whose hand has been educated along with his head and his heart.

The only solution of the problem is to encourage the establishment of a type of school in the majority of our communities which will give the pupils a knowledge of the elementary branches, teach some form of elementary

industrial work, and the principles of homemaking and sanitation. Such a school would prove an invaluable source of inspiration to both young and old in the community.

In designing the buildings which have received Rosenwald aid, the aim has been to provide for both classroom and industrial work. Every building has an industrial room generally so arranged that it can be thrown together with the classroom for community gatherings. School and home gardening are stressed in connection with each school.

The Plantation School.

To meet the immediate need for primary instruction covering the so-called "school arts" and some elementary industrial work, the plantation school of the one-teacher type, as exemplified in the average Rosenwald School, has been designed. This covers the first five years of elementary work and enables the pupils to complete the first texts in arithmetic, geography, language and the like. It is based upon the assumption that the pupil should at least be literate, including the ability to make the simple arithmetical calculations of the home and farm, and that he should have some knowledge of elementary industrial work, as it relates to rural and home life.

The Central School.

The one-teacher school can never hope to be vocational. To meet this need in rural communities, certain centers should be selected in the county within walking or driving distance of the surrounding communities, and a two-teacher school developed. There should probably be a man and his wife employed, who live in the community the year round and who give vocational training of at least two years extent to the larger boys and girls who attend.

The County Training School.

Within each county having a considerable negro population there should also be established at least one school, to give advanced training in agriculture, home-making and general subjects to those pupils who are able and willing to take the work. Some principles of teacher-training might be given to selected pupils in the last year to prepare them as rural teachers. As an index to the way in which this type of school appeals to local school officials, it is to be noted that twelve counties have, to date, established county training schools for negro children as follows:

Baldwin, Bibb, Coffee, Conecuh, Escambia, Henry, Lowndes, Mobile, Pickens, Russell and Tuscaloosa.

Local white people have donated money, lumber and land towards their erection. Several of these schools are located in the so-called Black Belt section of the State, and are receiving help and encouragement from the white people of the community.

The ban on school building has interfered temporarily with the erection of some of these new buildings—but for this ruling all would be completed by the opening of the new school year. To aid the counties in the maintenance of these schools, the Slater Fund makes annual contributions towards their support.

City Schools.

While this discussion has been confined almost exclusively to the rural situation, the needs of the negroes in the cities should not be overlooked. It is a source of gratification that Montgomery and Selma have each recently completed a modern brick school with all equipment and sanitary improvements, as an addition to their school buildings for negro children. None of the cities in the State, however, has taken any serious steps to provide vocational training for the large number of

negro children who reside therein. It is to be hoped that this important step will not long be delayed.

Vocational Schools.

The State Board for Vocational Education administering the Smith-Hughes Act has adopted a policy of aiding in the establishment of Vocational Schools for negroes in agriculture, trades and home economics. The first year there were five schools to qualify for aid in teaching agriculture (four of these county training schools) and one in teaching home economics. The development of vocational training is important in a state like Alabama where negroes constitute such a large percentage of the industrial class and the outlook is more hopeful than ever before.

Sources of Supply for Teachers.

In 1917, the State employed 2,572 colored teachers in the public schools. As a matter of fact, probably 8,000 teachers would be required to handle the elementary school pupils in a satisfactory way. The following agencies may be listed for the training of teachers:

1. Public Schools of Secondary Grade.
2. Private Schools of Secondary and College Grade.
3. County Training Schools.
4. City Schools.
5. Summer Schools.
6. Teachers' Institutes.

All of these sources should be encouraged for the proper training of an adequate teaching force.

Conclusion.

With the submission of this report I am terminating my connection of five and a half years with the State Department of Education as Rural School Agent. My relation with the administration of three State Superintendents has been a constant source of inspiration to me,

and it is with genuine regret that I give up the work. I wish also at this time to express my thanks to the General Education Board which has made this work possible.

I cannot close this report without paying tribute to the fine spirit of co-operation on the part of county superintendents of education and other school officials, and to the untiring energy and faithfulness of the supervising industrial teachers who have worked in season and out for the betterment of school conditions among their own people.

Respectfully submitted,
JAMES L. SIBLEY,
Rural School Agent.

COUNTY SUPERVISION

Supervision, which, from a school standpoint, is synonymous with leadership, is one of the indispensables in education. One secret of the better school facilities in the cities and towns is the fact that men who are qualified are put in charge of the schools and because of the compactness of the organization, they are able to co-ordinate and direct the work of instruction and to secure the co-operation of the city officials and of the general public in the concrete problems of the school.

Unfortunately, the rural school is too often a thing apart. The teacher most likely is either in the apprenticeship stage or has passed the age of greatest activity. The county superintendent must give much attention to the administrative problems and, since the supervisory duties do not appear so immediate and the failure to perform them is not so easily discernible or so open to criticism, there is always danger that the internal work of the rural school will lack the invigorating, professional touch and stimulus which is so much needed.

It will readily appear that one of the serious defects of the one-room school is the fact that the teacher lacks the personal contact with fellow teachers in her daily work. The most forward step Alabama has taken in a generation for the supervision of rural schools is the county board law adopted in 1915. This statute has not yet had a fair opportunity to demonstrate its true value because many counties, accustomed to the traditional way of selecting the county board, in which the people practically had no voice, and not appreciating the responsibility of the work and the character of men needed to perform it, did not take the proper interest in the selection of board members. Then too, certain superintendents, or would-be superintendents were unduly active in trying to get men who would favor their election to, or retention in, office to run for places on the county board. The Alabama law under discussion, has been referred to by leading school men in various sections of the country as a model, and considerable recent legislation of this character in other states has been patterned after it.

The unfavorable criticism of the law, of which the election of county superintendent is one of many phases, relates to the method of selecting the county superintendent, and comes from those counties in which the spirit and purpose of the law have not been fully understood and carried out by the county boards of education. As was to be expected, some superintendents who lost their positions because of the new method of selection complained that they had not received due consideration and that the county had suffered serious loss because of their retirement. The fact that there are only twenty-two men holding the position of county superintendent now who were in office two years ago, shows how elastic the new plan is and furnishes the chief explanation of such opposition to the law as may be found to exist today.

To reach a fair conclusion about this plan of selecting the county superintendent, we must compare the qualifications of the superintendents of the forty-five counties in which there have been changes with their predecessors who have been retired. For obvious reasons it would not be fair to approve or condemn the plan because of what may have taken place in one or two counties in which changes have been made. The real and only fair basis of decision is whether a majority of the counties in which changes have been made have been benefited. By that standard it can be positively stated that the present method of selecting the county superintendent of education insures a better qualified superintendent with higher professional standards.

The only argument advanced by those who oppose this method of selecting the county superintendent is based on the statement that the people should be allowed to elect him. In answer to this seemingly plausible position, it should be stated—

1. The people elect the county board members who in turn select the county superintendent.

2. The county superintendent may now be expected to be a professional school man and not a politician.

3. The county superintendency is a technical position requiring scholastic and professional training. It would be foolish to elect a county health officer or county engineer by popular vote, and no less so to elect a county superintendent in such a way.

4. The present plan of selecting the county superintendent is precisely the plan the cities of the country have been following exclusively for many years.

The above reasons abundantly justify the present method of selecting the county superintendent. The general superiority of city schools over rural schools cannot be questioned. At one time it was the general rule to choose city superintendents by popular vote in

practically all American cities, but that method has long since become antiquated and city superintendents are now selected by city boards of education. The long tenure and recognized fitness of superintendents of city schools in Alabama is conclusive evidence that a continuous policy of improvement devoid of political bias is much more probable under the selective plan.

When the superintendent is elected by the board he, of course, feels a direct responsibility to the board and the board, in turn, feels a much more direct interest in his success, thereby insuring harmony of management and control. On the other hand, the board may remove the superintendent whenever the interests of the schools require it, a thing that is impossible under the elective plan except by impeachment proceedings. It should be borne in mind, however, that the method of selecting the county superintendent is only one of the many great benefits the new law confers. The other features have not been attacked, perhaps because they do not interfere with the personal ambitions of certain men to fill the office of county superintendent.

An examination of this report shows that 12,852 visits to white schools and 4,117 visits to negro schools were made during the year. The corresponding figures for the preceding year were 5,822 for whites and 1,794 for negroes. This increase, which exceeds 100% in either case, must be attributed largely to the operation of the county board law.

In considering this subject, two or three observations relative to the improvement of county supervision should be made:

1. The county superintendent should be required to possess an amount of academic and professional training equivalent to graduation from a Class A normal school and, in addition, two years of practical experience in teaching.

2. The salary and expense accounts should be such as to attract men of proven ability to the superintendency. The salary and expense accounts should each be definitely and separately fixed in the interest of supervision.

3. A sufficient number of qualified assistants should be employed to make regular and systematic supervision possible.

The present county board law looks toward a unified county system of schools, adapted to local needs, and under expert supervision. Any reversion to the old law would be to retard the progress which has been so well begun and will in due time inevitably result.

As suggesting the qualifications that are essential in a superintendent who is to do the best work the requirements common to the successful business man and superintendent, and the special qualifications peculiar to the latter are set out below :

I. Common qualifications:

1. A general education—high school, and college or university course.
2. Administrative ability.
3. General information concerning community, county, state, nation and world affairs.
4. Personality, tact and ability to “get along.”
5. Ability to promote new propositions.
6. Foresight—That rare quality of seeing ahead and preparing for emergencies before they arrive. and the ability to meet emergencies without excitement or nervous manifestations.
7. A knowledge of men and women and the ability to compel willing and loyal support from them.
8. An understanding of the political aspects of the community and State, and the ability to be a factor in them without becoming a subject of bitter partisan attack.

II. Special qualifications of superintendent.

1. Definite professional training.

A. Administrative—

- a. Clerical ability, including the making of pay rolls, budgets, reports, etc.
- b. Technical knowledge of the various types of schools and their organization—elementary, high schools, special school systems and experiments in educational procedure.
- c. A knowledge of the history of education, particularly of elementary education in the United States.
- d. Practical ability for organizing the teachers in service.

B. Supervisory—

- a. Technical knowledge of teaching processes.
- b. A mastery of the problems of classroom management.
- c. A knowledge of modern ways of measuring the work of the teacher, and the ability and progress of the pupil.
- d. Some definite knowledge of the vocational needs of the county and the ability to wisely direct the teachers in giving vocational guidance instruction to pupils in the light of local needs and the capacities of the pupils under consideration.
- e. A first hand knowledge of current educational movements secured through personal visits and interviews with leaders in charge of these various lines of progress.

- f. The training necessary to make use of statistics as an aid in administration and supervision.

C. General—

- a. A fixed habit of attending professional gatherings, both state and national.
- b. A definite plan of professional study for personal advancement.
- c. The pursuit of special courses during the summer or at other seasons in institutions of higher learning in order to keep abreast of the best thought and investigation in the educational world.

CITY SCHOOLS

The word "City" as used in this report includes any municipality with two thousand or more inhabitants. This is in keeping with a decision of the Supreme Court of Alabama and an act of the Legislature whereby the schools of all incorporated towns of two thousand or more inhabitants are placed under the City Board of Education, while in all other districts they are under the control of the County Board of Education.

Any study of school statistics for the country and city reveals the fact that the opportunities and facilities in the former are considerably below those provided in the latter. The Constitution enjoins that the State educational fund shall be apportioned to the several districts in the county so as to provide approximately equal school terms. The cities, however, are empowered to levy a five mill tax for general purposes, including schools. This provision, and the further fact that the school population is much more dense and conveniently grouped in the city, largely accounts for the disparity. The county tax levy of three mills is operating to equalize school conditions to some extent throughout the

county and the district tax levy will continue the process.

After all these provisions are taken advantage of, however, and when all our present machinery for raising school revenues is being utilized, the painful fact will remain that the children of rural Alabama are denied equality of educational opportunity, both as compared with children of the cities and of the country at large. In view of the above facts and other attendant causes, such as the condition of the roads, the distance from school, the qualification of the teacher, and the character of the schoolhouse, school statistics for the country will appear less satisfactory by comparison.

If we are still inclined to wonder at the more favorable showing made by the city, we need only to recall that the city teacher receives an annual salary twice as large as that paid the country teacher, that she works with fewer grades, in a more satisfactory environment, and under constant supervision.

There is a growing recognition that all boys and girls are entitled to an elementary and a high school education at public expense and that the accident of birth should not be allowed to rob the State of the most efficient citizen possible or the individual of the most useful life of which he is capable. We are traveling toward democracy in the provision of schools and in the requirement of school attendance, but we have not reached it and we are not advancing as fast as we should like.

The enrollment of white children in the city elementary schools for the year covered by this report was 50,008, an increase of 3,147, or 7% over the preceding year. In colored schools, the enrollment totaled 27,356, an increase of 4,997 or 22% over 1917. In high school grades there was an enrollment of 8,380, an increase of 403, or 5%, while in the corresponding schools for negroes the enrollment was 1,013, a decrease of 32, or 3%.

The average attendance on the part of the whites was 36,062 in elementary schools and 6,723 in high schools, an increase of 3% and 4% respectively. The average attendance on the part of negroes was 16,321 in elementary schools and 731 in high schools, an increase of 17% for the former and a decrease of 8% for the latter. The attendance based upon enrollment was 72% for white elementary schools and 80% for high schools. For negroes, the average attendance based upon enrollment was 60% for elementary schools and 72% for high schools. The length of term for city white schools was 178 days or approximately 9 scholastic months. The length of term for city negro schools was 171 days, or 8½ scholastic months.

In the city schools of Alabama 1,488 white teachers and 445 negro teachers were employed. The number of men shows a substantial decrease, while the number of women shows a very decided increase. The value of schoolhouses and sites for the white city schools increased during the year from \$3,844,711 to \$4,545,717, a net increase of \$700,000. The corresponding growth for negroes was from \$285,345 to \$351,465, a net increase of \$66,000. The equipment in the white schools grew in value from \$327,321 to \$406,157, a net increase of \$21,000. In colored schools the equipment increased in value from \$40,475 to \$47,420, a net increase of \$7,000. The average salary paid white male teachers for the year was \$1,347 and of female teachers \$575, while in the case of negroes, the men received \$476 and the women \$315.

The total of salary budgets for white teachers in city schools for 1918 was \$1,064,147, an increase of \$132,000 over 1917. For negroes, the budgets aggregated \$153,640, an increase of \$23,000. In other words, there was a 12% increase for whites and a 15% increase for negroes.

On the whole it may be said that the conditions that prevail in the city schools of Alabama compare some-

what favorably with the conditions to be found in city schools throughout the country in so far as the teaching of the usual elementary branches is concerned. Our city schools, however, need the addition of practical training, both pre-vocational and vocational, in order to make them serve the interests of all the pupils. Along with a more practical course of study must come better equipment, a better teaching force and a healthier public interest and support if the school is to be the institution society needs to hand on its social heredity and mold its expanding ideals. The percentage of those in attendance as compared with the enrollment and school population, shows conclusively that not even our best city schools are reaching and holding anything like all the boys and girls they should.

COUNTY HIGH SCHOOLS

By legislative enactment every county in Alabama is entitled to maintain one county high school for which an annual appropriation of \$3,000 is made available from the State Treasury. The minimum requirement as a condition precedent to the establishment of a school has hitherto been five acres of land and a building of not less than \$10,000 in value. Because of the unusual increase in the cost of building material, the greater monetary consideration now required by the State High School Commission, and the unsettled conditions growing out of the war, no county has begun the erection of a high school during the year.

These high schools receive additional funds for maintenance from county boards of education, boards of revenue and from an enrollment fee of \$2.50 per pupil for each half year. The total income of the schools for the year ending September 30, 1918, aggregated \$247,508, a decrease of \$800 from the total receipts for the preced-

ing year, a fact that is easily explained when the attendance statistics are considered.

All county high schools are under the control of a State High School Commission consisting of the Governor, the Auditor and the State Superintendent of Education. The principal of the county high school is nominated by the county board of education, and the assistants are nominated by the principal. College graduation is required for eligibility to teach in county high schools, and no school is permitted to have fewer than three teachers.

The enrollment of these schools during the year covered by this report shows a total of 6,103 as compared with a corresponding total of 6,485 for the preceding year. In the case of boys, there was a decrease from 3,352 in 1917 to 2,883 in 1918, and for girls there was an increase from 3,133 to 3,220. There was a net decrease therefore of six per cent, despite the fact that there was an increase on the part of girls. It is a noteworthy fact that the number of girls shows a slight increase in all grades of the high school, while the number of boys shows a constant decrease. Even in the case of graduates this disparity holds true, the number of boys having decreased from 315 to 249, while the girls show an increase from 321 to 370. Nor has the effect of the war limited itself to pupils. When we examine the teaching force we find that although the number of teachers in county high schools has been increased by 17 there are in the whole number 15 fewer men and 32 more women than for the preceding year.

The property of county high schools is valued as follows:

Buildings and sites.....	\$830,946
Furniture and equipment.....	56,819
Scientific and other laboratory apparatus.....	26,970
Libraries	16,260

These figures do not include those for the Jefferson County High School, this building having been burned during the year and not yet replaced. If they were included the total would be increased by at least \$75,000. Perhaps the most significant thing about the budgets of the schools for the year is the fact that \$3,000 more was expended for equipment this year and \$6,000 for the purchase of scientific apparatus and laboratory supplies than for last year.

The most remarkable departure in the high school work during the year has been the introduction of vocational agriculture under the terms of the Smith-Hughes Act. The work has been begun in the following county high schools, Jefferson, Walker, Shelby and Pickens, and has been carried on under the direction of the State Board for Vocational Education. In order to qualify, each school had to make available 10 acres of land for school project work, provide a classroom with \$300 worth of agricultural laboratory equipment and a cash sum of \$50 for maintenance for the year. These conditions being met, the State Board for Vocational Education reimbursed each school qualifying to the amount of one-half of the annual salary of the teacher of vocational agriculture, provided the entire time of the teacher was given to vocational agriculture. In the event he taught other classes his salary was prorated accordingly. This teacher in every case was a graduate of an agricultural college, with three years of specific work in agriculture and a specified amount of practical experience on the farm.

State contracts for high school textbooks expired during the summer of 1918 and new adoptions were made. It was the policy of the State Superintendent and the committee appointed by him to readopt for the most part the texts in use, as a matter of conservation and economy.

At the same time it was necessary because of the introduction of the vocational work and the need for a stronger emphasis upon practical subjects, that a new course of study be arranged and this necessitated some changes in textbooks. It is believed that the texts adopted and the courses mapped out represent substantial progress and a tendency to conform to the standards that seem to be required as a result of our experience in the war.

The chief defect in our county high school system and one that demands remedy if the high school is to measure up to its possibility as an essential institution of democracy, is an adequate plan of supervision. Despite the fact that the budgets of the schools represent more than a third of a million dollars they are still dependent upon the courtesy of the University of Alabama and the Polytechnic Institute for such service. The Department wishes to acknowledge its obligation for this courtesy and to express its grateful appreciation of the work of Mr. J. S. Thomas, Professor of Secondary Education at the University, and of Mr. W. C. Blasingame, Professor of Secondary Education at the Alabama Polytechnic Institute, both of whom have given valuable assistance.

Frankly, however, this does not meet the needs of the case. These borrowed supervisors owe their first allegiance to the institutions which pay them their salaries and they could not be expected to give their full time and thought to the problems of supervision. Furthermore, as is inevitable, each one must, to some extent at least, be concerned about the patronage of the institution he represents. This is further made probable by the rivalry that exists between the two supporting institutions. Mr. Blasingame has resigned his place at Auburn to enter the health service of the State and, since under the government plan for Student Army Training Corps both the University and the Alabama Polytechnic Insti-

tute will be filled with students, it is quite probable that Mr. Thomas will be the only supervisor in the field and he will probably, by the very exigencies of the case, have to give more time to his duties at the University. The time has come, therefore, when the Legislature of Alabama should make a reasonable appropriation for the salary and expenses of a State Supervisor of Secondary Schools who is to work out from the State Department of Education.

I have used the term "Secondary" so as to make it possible for this selfsame supervisor to include in his work the district agricultural schools, the two Class B normal schools and the Northeast Alabama Agricultural and Industrial Institute. He should also, in so far as his time will permit, endeavor to stimulate and direct secondary education in all of the high schools in the State.

The failure to make provision for this need will be a mistaken notion of economy. It is generally conceded throughout this country that a high school education, as well as an elementary education is the birthright of every American boy and girl. If this be true, it is the duty of the State to provide it or to assist the local communities in seeing that it is provided. This being admitted the State cannot dodge the responsibility for overseeing the work that is done and for taking care not only that public funds are not wasted but that boys and girls get the character and quality of education that they need. The pathetic instances of disappointment and chagrin that have occurred in the State Department of Education and at the various colleges because of the failure of boys from 18 to 21 to be admitted to the Student Army Training Corps because of a deficiency in high school training is the most eloquent appeal that could be made in behalf of the high school which has been admirably styled "the university of the masses."

DISTRICT AGRICULTURAL SCHOOLS

Alabama maintains nine agricultural schools which, according to the original plan, were located one in each congressional district. When the State was re-districted in 1915, and a new district added, the result was that two schools were included within the limits of the seventh district, while the sixth and ninth were left without an agricultural school. It would appear, in view of this anomaly, that the Legislature of 1919 should change the names of these schools by omitting the word "district." This would be the simplest change that could be made to rectify matters and would be the least disturbing to the general public.

At present each school receives an annual appropriation for maintenance of \$4,500. Of this amount, \$750 or one-sixth of the whole must be used by the individual school in the specific work of agriculture. The school also derives some revenue from matriculation and incidental fees, which increases the total annual receipts by substantially fifty per cent.

The agricultural schools are governed by sections 59 and 60 of the Code of 1917, as amended April 26, 1911 and also by rules and regulations made by the executive committee, consisting of the Governor, the Superintendent of Education and the Commissioner of Agriculture. The control of each school is lodged in a board composed of the members of the executive committee named above and two local members, appointed by the Governor, residing in the congressional district in which the school is located. Some re-arrangement should also be made in this connection to avoid the absurdity now existing.

The agricultural schools have in the past filled a most useful place in our public school system, especially before county high schools were established. For more than ten years, however, the agricultural schools have

been brought into rather serious competition with county high schools, and since the latter are regarded as county institutions and are often able to get appropriations from the county boards of education and boards of revenue, it has become increasingly difficult for the agricultural schools to retain their hold upon popular favor. In fact they have not infrequently been referred to as the "fifth wheel" in our educational system.

The Smith-Hughes Act which became effective in Alabama during the year now closing and which makes possible the teaching of vocational agriculture and vocational home economics in secondary schools with Federal aid undoubtedly opens up to district agricultural schools a new and enlarged opportunity for service and an opportunity that with almost prophetic vision seems to have been in the minds of those who wrote the bills creating the agricultural schools. Section 67 of the Code reads as follows: "Scientific and practical agriculture shall be taught in all the agricultural schools and all male pupils over ten years of age who receive free tuition shall be required to take the courses of agriculture and horticulture and all other pupils over ten years of age shall be required to take the courses in floriculture and horticulture."

In keeping with this Federal Law the State Board for Vocational Education arranged with the board of control of the agricultural schools to introduce vocational agriculture in all these schools for the year beginning July 1, 1918. This has meant the employment of a specialist in agriculture who gives his entire time to this work. The school provides equipment to the amount of \$300 or more and a maintenance fund of \$100 annually.

The general course of study has been revised and a special course of study has been prepared under the direction of the State Superintendent of Education in keeping with the Federal requirements, fifty per cent of

the pupils' time being given to vocational agriculture including supervised project study and general instruction in agricultural projects. The remaining fifty per cent of the time is devoted to English and kindred subjects, such as will give culture and good citizenship training. Any attempt to forecast the results of the work in the several schools is of course a matter of opinion, but since a more highly qualified teacher of agriculture is employed and the laboratory method is followed, it goes without saying that the teaching of agriculture will be much better done than ever before. The Federal government reimburses the school for one-half of the salary of the teacher for that part of his time which is given to vocational agriculture. In this way the school really becomes the recipient of a larger annual appropriation by something like \$800 or \$1,000.

. The Smith-Hughes Law carries an appropriation for the teaching of vocational home economics in secondary schools, but this amount is so small as to make it of little worth. The course of study is founded upon the belief that the girls who attend agricultural schools should have as good opportunity as boys with the privilege, but without the necessity, of taking the course in vocational agriculture. This can only be realized when professionally trained teachers of home economics take their places along with the experts in vocational agriculture. With assistance from the State in matching Federal funds a plan can be worked out whereby courses in vocational agriculture and home economics can be made of equal dignity and value, and when that shall have been done, the agricultural school in Alabama will have achieved a position in our educational scheme that will make it second to none both in the service rendered and in the popular favor secured.

The enrollment of the agricultural schools for the year 1916-17 was 1,605. Of this number, 1,202 were in the

agricultural school proper, and 403 were in the seventh grade. The number of graduates totaled 151. For the year 1917-18 there was an enrollment of 1,585 of whom 446 were in the seventh grade and 1,139 in the agricultural school proper, the number of graduates totaling 148. As was to have been expected, there was a decrease, relatively speaking, in the number of pupils in the agricultural school proper as compared with the number in the seventh grade, likewise in the number of boys as compared with the number of girls.

There were employed in these schools 51 teachers, 21 men and 30 women. They occupied buildings valued at \$223,000, with general equipment valued at \$16,575, scientific apparatus amounting to \$4,548, and libraries valued at \$6,167.

The budgets of the schools for the two years were substantially the same. It is noteworthy, however, that while the total salaries of the agricultural presidents were increased by only \$400 and the salaries of the janitors and farm-hands by \$300, the total salaries of the teachers showed a decrease of \$784. This is partially explained by the fact that the number of teachers was greater by six than the corresponding number for the preceding year.

In the new conditions incident to the war and because of the rising tide favorable to vocational education the agricultural schools are finding their true sphere. The provision of funds with which to match Federal moneys will make them real assets to the State.

STATE NORMAL SCHOOLS

Alabama maintains six schools for the training of teachers of elementary schools for the white race located at Florence, Jacksonville, Livingston, Troy, Daphne, and Moundville, the first four being classified as A schools, the last two as B schools. This class distinction

is based upon the amount of the annual appropriation—the A schools receiving \$20,000 a year and the B schools receiving \$5,000—and the character of the work done. The Class A schools offer a four year course based upon two years of high school work though graduation from a regular high school is urged wherever possible. The Class B schools add some pedagogy to the usual high school course. The need for the Class A schools is apparent when we recall that some 1,500 new teachers enter upon this work in Alabama each year, nearly 10% of whom have had no appreciable amount of professional training and many of them have not completed the ordinary high school course.

As originally established, the normal schools undertook to give courses for teachers, and for those preparing for other avocations, but the normal school board in 1914 definitely limited the work of the schools to “the preparation and training of teachers for elementary, rural and small town schools.” The reaction following this delimiting the sphere of the schools naturally resulted in a decided decrease in attendance and a corresponding air of doubt on the part of the general public. This feeling may now be said to have disappeared due to the recognition of the fact that the elementary school is a school of the masses,—that is, has been all too poorly taught, particularly in rural districts—and to the arising conviction that the rural school needs a teacher who is in sympathy with rural life, who understands its problems and who can readily adjust to its many opportunities. This viewpoint needs, however, to be further universalized in Alabama to the end that our institutions for the training of rural teachers may be financed adequately for this stupendous task to which they are definitely committed.

Dean Russell of Teachers' College, Columbia University, in 1912 summed up the problem of the normal school in this wise: “In my judgment the chief task of

the normal schools in the next generation will be to ascertain how to train teachers for rural schools, to educate rural communities to the point of demanding a suitable rural education, and to elevate the professional standing of the rural teachers.

All this is a great work—probably the greatest educational work ever attempted in this country. It is the most interesting and inspiring task that has ever been proposed to any body of educators.”

If this statement of the function of the normal school and if the action of the State Normal School Board in definitely marking out the task of the State Normal Schools is to eventuate in Alabama, it is certain that more than \$20,000 a year must be set apart for each institution. It is not the purpose of this statement to encroach upon the prerogative of the State Normal School Board which must make a report and recommendations to the Legislature. It must be granted, however, that before our Normal Schools can become the training camps for anything like an adequate supply of teachers for elementary schools, they must have larger appropriations.

In the matter of our Class B Normal Schools, the name is a misnomer. They are hardly more than local high schools. It would simplify our school machinery to make them county high schools, since neither county in which the two schools are located has a county high school, and, what is more important, it would relieve a condition that is misleading and a reflection upon the good sense of the people of Alabama.

The enrollment in the Class A Normal Schools for whites in 1917-18 aggregated 2,343, an increase of 192 over the preceding year. Of the number enrolled, 1,131 were in the normal department, 723 in the summer school, and 489 in the model school. The number of graduates was 275, an increase of 62 over the previous

year. In the work of instruction, 21 men and 34 women were employed.

The buildings and sites of the Class A Schools are valued at \$571,000, the equipment at \$72,720, and the libraries at \$19,395. The financial budgets for the year amounted to \$223,452.

The enrollment in the Class B Schools for whites totaled 391 for the year; of this number, 135 were in the normal department, and 256 in the model school. There were 14 graduates, and 15 teachers were employed. The two Class B Schools occupy buildings and sites valued at \$45,000, equipment at \$6,000, and libraries at \$2,750. Their financial budgets for the year totaled \$17,266.

The State also maintains a Normal School for negroes in Montgomery, and makes modest appropriations to Tuskegee, and to the A. & M. College at Normal, both of which offer teacher-training courses. The combined enrollment of the three schools was 3,363 for the year. Of this number 1,029 were in the normal department, 1,019 in the academic, 723 in the summer school, and 523 in the model school. The number of graduates was 126, and 221 teachers were employed, 117 men, and 104 women.

These schools occupy buildings and sites valued at \$1,434,561, equipment at \$250,388, and libraries at \$33,015. Their combined financial budgets totaled \$587,484. These figures will appear to be relatively high when contrasted with the figures for the white normal schools already given. This disparity is due to the fine showing of Tuskegee Institute, the largest, and in many ways the most remarkable institution for negroes in the world. The annual appropriation by the State to Tuskegee is negligible when the annual budget of the school is considered. Tuskegee has buildings and sites valued at \$1,269,561, equipment worth \$236,388, and libraries estimated at \$10,515. The financial budget for 1917-18 was \$547,030.

UNIVERSITY, AUBURN, MONTEVALLO

The reports of the presidents of the University, Polytechnic Institute and the Girls Technical Institute are set out in full in Part II of this publication, and complete information may be had upon request from the several presidents. These institutions of higher learning, all things considered, compare favorably with like institutions throughout the country, but they do not receive enough funds to enable them to develop their fullest possibilities of service to the State.

One of the most depressing things about our State school system and one of the most obstructive to progress is the unnecessary duplication of work and the undue rivalry between the University and the Polytechnic Institute. This results largely from the fact that each institution is governed by a constitutional board which naturally is eager to promote the interests of its own institution. The future of our public school system is beclouded by the prospect of a continuous and increasing rivalry that will tend to be not only mutually hurtful to the two institutions themselves, but also to the entire school program of the State.

It is doubtful whether any relief from this condition will come until a constitutional convention shall have been called, and it is entirely possible that relief will not come then. It needs to be repeated over and over again, however, and fearless men should undertake to bring it about, that a State Board of Education, having oversight of every public school effort in the State, should be created, this board to be clothed with full power to work out a systematic scheme of education for the entire State and to define the sphere of each and every institution.

Pending the time when the proper legal adjustment can be made in a way that will be fair to both institutions, the attitude of the faculties, student bodies and alumni will be largely determined by the personal and

official conduct of the presidents. It is to be hoped that these officials will exercise such a spirit of friendliness, and fair play as to effectually pave the way for a State Board of Education which will articulate the institutions for the most effective service to the State. Meanwhile it behooves the friends of both institutions to further such propaganda as will hasten the proposed consummation.

What has been said about the University and the Polytechnic Institute does not apply to the Alabama Girls Technical Institute, which occupies a unique position in our State school system.

SPECIAL SCHOOLS

In the effort to make education available for all the people, the State must maintain a number of institutions for special classes. Alabama has made provision for the deaf and blind at Talladega; for delinquent white boys at the Alabama Boys' Industrial School at East Lake; for neglected girls at the Mercy Home Industrial School at Birmingham; for negro boys at the Alabama Reform School for Juvenile Negro Law-Breakers at Mt. Meigs; and for two or three other classes of unfortunates. All of these institutions seem to have enjoyed a good year, conditions considered.

With the increased cost of living and the development of enlarged plans of work, naturally, increased assistance is needed. Then, too, the State, in the interest of humanitarian principles, should undertake some new fields of service—as for example, schools for backward children. No state program of education should stop short of the best possible training for each and every child no matter what his mental or physical condition. The only guarantee of self-respect and of a useful and happy life to any individual is to train him for citizenship, and this training should comprehend, in so far as

is practicable, the ability to earn a livelihood. It would undoubtedly be well for the present for the State to offer a liberal bonus or subsidy to those communities that will provide instruction for subnormal children who are not able to profit by attending the regular schools.

AUXILIARY AGENCIES

ALABAMA SCHOOL IMPROVEMENT ASSOCIATION

At a meeting of the Federation of Women's Clubs in December, 1904, a resolution introduced by Mrs. Erwin Craighead of Mobile creating a committee on school improvement associations was enthusiastically adopted. This action was the result of a joint study of school conditions by the Alabama Educational Association, the State Department of Education and a special committee of the Alabama Federation. The Federation Committee's action crystalized public sentiment rapidly and at the 1907 meeting it was reported that a total of 159 associations in various sections of the State were maintaining active organizations. In December, 1907, a conference was called and a State School Improvement Association was organized with Mrs. J. D. Matlock, Chairman of the Federation Committee on School Improvement Associations, as president. Four years later, the special committee of the Federation of Clubs was discontinued on the recommendation of Mrs. E. D. Thames, Chairman, who reported that the school improvement work had been definitely set up in every county in the State and that the promotion and development of the work in the future might safely be left to the Alabama School Improvement Association.

The fundamental purpose of the School Improvement Association is to link up the home, the school, and the

community, in a vital, sympathetic and constructive work for the improvement of the school and therefore of the community. The State Association undertakes to outline practical methods of organization, to serve as a clearing house of ideas for the several counties and to stimulate the county organizations. The county organization in turn undertakes to sponsor in the several school districts of the county a local society that will nurture among patrons and friends a healthy educational atmosphere, and at the same time promote such lines of improvement as the public ought to undertake.

The aim of the School Improvement Association contemplates a union of the many socializing forces to be found in the State, in the county and in the school districts. No other agency is so well prepared to enthrone the school in the hearts of the people.

A careful study of conditions throughout the State justifies two criticisms that hamper the associations in their wider service. First, there has been a gradually growing tendency to make the work too academic. More than fifty per cent of the county presidents are teachers and most of the active workers in any county are teachers. The interest of teachers in the work in hand and the assertiveness of teachers, which is a necessity in many communities, makes them not quite careful enough to keep themselves in the background and let the women in the community who ought to be in the places of leadership, but are rather retiring, have the opportunity to direct.

Inasmuch as the School Improvement Association is a voluntary agency, it is impossible to secure statistics that indicate anything like the actual work accomplished, either in dollars and cents, or in the more subtle values which can not be tabulated. The reports made to the State Association, however, show that during the year now closing, the sum of \$68,365 was reported as

raised and expended upon the schools by school improvement associations. Of this amount, \$57,358 was reported from rural districts and \$11,007 from urban districts. For the negroes, the sum of \$6,302 was reported as expended by local associations. Of this amount, \$4,762 was reported from rural districts and \$1,540 from urban districts. As already indicated, however, the character of the work which the associations do can not be set down in statistical fashion. In every movement that looked toward the development of the interests of the school, local tax propaganda, better buildings and equipment, health, the elimination of illiteracy, and in fact in all kindred activities, the helpful touch of school improvement forces has been felt.

Mrs. Zebulon Judd, the President of the State Association, has been untiring in her efforts to win for the association a wider and a stronger clientele. The active support of the Federation of Women's Clubs in the illiteracy campaign and in the general work of the association shows just how invaluable her services have been.

Naturally with the numerous claims of the various war activities, the school improvement association, as such, has not been in a position to solicit funds this year for the usual home enterprises. This has had a much to be desired effect, however, in that it has diverted the association from strictly local matters and projected its sphere of usefulness out into the great world of opportunity for service, which the war has brought to us with such stern and appealing reality.

Now that the school is coming to be regarded as the one agency through which all forces for the betterment of community life are to function, it is to be expected that the wonderful interest the people have shown in our common campaign to make the world safe, will not be allowed to escape and that the fine machinery which has been set to work will be utilized for a greater social

service in the future, namely, the development of a full community life in every district of every county with the school as the center.

We shall need to outgrow the limitations of the past and to get a new baptism of social service and welfare. This done the people of the State will come to see that the school is the typical and unique American institution that is worthy of their best support.

ALABAMA EDUCATIONAL ASSOCIATION

This is a voluntary organization for the promotion of the craft spirit among teachers throughout the State. It serves the profession in many ways—among them, by bringing in the best talent from the country at large to discuss the present day problems of education; by bringing the teachers together to discuss their own problems and to formulate new plans of work; by building up a professional and social attitude among teachers; by serving as a clearing house through which educational propaganda and legislation may be directed; by giving to the State Department of Education the opportunity to bring to the teachers an outline of its plans and policies. The Association publishes an Annual containing its full proceedings and a list of its members. It also publishes a quarterly bulletin which is usually a monograph on some vital educational subject.

The affairs of the Association are directed by an executive committee which consists of five of the most progressive teachers in the State, and so effectively do they plan that the annual program is of the highest character and the annual membership in normal times exceeds two thousand. A number of departments as well as independent organizations find at the annual meeting the most opportune time to bring to the attention of the teachers such definite studies and policies as the conditions of the school work in the several fields seem to

make wise. Since the organization is voluntary and without any official bias, and since it has for its sole purpose the professionalization of teaching, its value to the State and more particularly to the craft, is inestimable. The officials of the Association for the year 1917-18 were as follows:

General Association

Charles A. Brown, President, Birmingham.

W. C. Blasingame, First Vice-President, Auburn.

Arthur F. Harman, Second Vice-President, Selma.

Miss Nona Jim Ogburn, Third Vice-President, Montgomery.

J. Alex Moore, Secretary, Jasper.

T. W. Smith, Treasurer, Montgomery.

Executive Committee

Miss Cora Pearson, Chairman, Florence.

W. C. Griggs, Gadsden.

S. S. Murphy, Mobile.

Chas. A. Brown, ex-officio, Birmingham.

J. Alex. Moore, ex-officio, Jasper.

PRIVATE AND DENOMINATIONAL SCHOOLS, WHITE

Our system of public education in Alabama is reinforced by a number of private and denominational schools which are attended by various classes of pupils. The figures indicate that there has been a slight decrease in patronage during the year now closing, a fact which is doubtless due to the unusual pressure the schools have had to undergo as a result of the war. The State of Alabama recognizes the work done in these schools as meeting the requirements of the compulsory attendance law, and also certificates the graduates of those institutions which meet certain standards on a parity with graduates of State institutions. It is difficult to secure re-

ports in the case of a few schools, an attitude that is hardly justifiable in the light of the State law and especially in the case of those institutions whose property is exempt from taxation. It is a reasonable proposition that the State should see to it that all her boys and girls are in school and this can not be known unless records are kept and reports made. Furthermore, it is manifestly unfair to the State not to make it possible for all the work that is done in education to be summarized and recorded. Any failure in this respect necessarily means that Alabama must suffer by comparison when her school statistics are studied in connection with those of any other State or of the country as a whole. The State Department of Education recognizes the help that comes to the State from these voluntary sources both in the provision of school facilities and in the promotion of educational sentiment and propaganda, and hereby acknowledges its indebtedness to all those institutions which have co-operated in the school work.

The enrollment in these schools totaled 8,948 as compared with 9,126 in 1917, a decrease of 178. The pupils in attendance were distributed as follows:

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
In elementary grades.....	2,392	2,746	5,138
In secondary schools	1,396	1,282	2,678
College	498	634	1,132
	<hr/>	<hr/>	<hr/>
	4,286	4,662	8,948

Considered from another standpoint the boarding patronage constituted approximately 33 1/3% and the day patronage 66 2/3% of the total, the actual numbers being 2,918 and 6,030, respectively. Engaged in teaching these pupils were 190 men and 306 women, a total of 496.

The buildings and sites aggregated \$3,313,650 in value and contained equipment worth \$200,205, in both instances a substantial increase over the corresponding values for the preceding year. In the libraries of the private and denominational schools there are 85,018 volumes reported, representing an outlay of \$107,368. For the support of these schools the annual receipts were as follows:

Endowment	\$ 21,315
Benefactions	90,014
Tuition and fees	478,928
Other sources	100,743
	<hr/>
	\$691,000

This total represents an increase of approximately \$5,000 over the figures of the preceding year. When the extraordinary conditions that have prevailed are considered, this is a satisfactory showing and indicates growth in popular favor.

PRIVATE AND DENOMINATIONAL SCHOOLS, NEGRO

Notwithstanding the disadvantage of this type of school because of war conditions, they had a normal growth during the year. The number of pupils which totaled 11,747 was distributed as follows:

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
In elementary grades.....	4,049	5,698	9,747
In secondary schools.....	730	1,053	1,783
In colleges	82	135	217
	<hr/>	<hr/>	<hr/>
	4,861	6,886	11,747

Looked at from another angle, 9,640 pupils were residents of the communities in which the schools were located and 2,107 were boarders. Engaged in the work of

instruction were 136 men and 316 women, totaling 452. The value of the buildings and sites of these institutions was \$1,321,060 and they contained equipment worth \$182,237, in both instances a substantial increase over the corresponding figures for last year. The above figures do not include the libraries of the several schools which were valued at \$31,666, and numbered 41,033 volumes. These schools had aggregate incomes for the year as follows:

Endowment	\$138,569
Benefactions	117,556
Tuition and incidentals.....	34,965
Other sources	142,746
	<hr/>
	\$433,836

The increase in revenue for the year exceeds \$65,000, and gives evidence of remarkable progress, conditions considered. Like the similar institutions for whites they are rendering the State a real service and those who are directing their policies have the continuing good will of the friends of education throughout the State.

RECOMMENDATIONS

The facts and conditions set out in this report indicate some very clear lines of procedure, if the schools of Alabama are to continue to improve. The following recommendations are commended to the favorable consideration of legislators:

1. A law making it possible for Alabama to avail herself of Federal aid for vocational education in the teaching of agriculture, trades and industries and home economics, this law to carry with it the necessary appropriation to match, dollar for dollar, the annual amount available from Federal funds.

2. The consolidation and enlargement of the work of the Board of Teachers' Examiners, Institute Conductors and Reading Circle under one board with the necessary power and authority to encourage and promote the professional training of teachers.

3. Better support of our Class A Normal Schools, whose only function is to train teachers for the elementary schools of the State.

4. Medical and dental inspection of school children and the employment of a public health nurse, guaranteed in every county.

5. The strengthening of the compulsory attendance law, so as to guarantee a more general enforcement; to permit a longer term in counties and towns that desire it; and to articulate with other kindred legislation.

6. An amendment of the rural schoolhouse law, so as to make possible a wider use of its benefits and to secure expert help in the drawing of plans and in the inspection of the work.

7. Improvement of the machinery for creating school districts, by providing specific plans for changing district boundaries, by requiring that district lines shall be permanently recorded, and by giving authority to school districts to issue bonds.

8. Provision for an expert school accountant and statistician for the State Department of Education in the interest of preventing irregularities on the part of officials entrusted with the handling of school funds throughout the State, and for developing a business-like handling of school accounts.

9. The employment of a State inspector of secondary schools directly responsible to the State Department of Education.

If, as is generally believed, the Legislature will meet in split session, with a short opening period, a lengthy recess, and a later relatively long session in which the

greater volume of business will be transacted, it is highly desirable that the following procedure in educational matters be adopted:

1. That a law be passed making it possible for Alabama to take advantage of the benefits to accrue to the State from the Smith-Hughes vocational act, this law to provide the necessary machinery for making effective the teaching of vocational agriculture, trade and industry, and home economics to pupils of secondary age in Alabama, and for the preparation of teachers of these several subjects. The Alabama Legislature must act within sixty days or forfeit its right, and the Federal fund must be matched dollar for dollar.

2. That a law be passed providing for a commission of from three to five of the most worthy and able men in the State to investigate the entire school system of Alabama—that this commission be provided with a sufficient amount of money to call to its assistance experts in the following fields of education: primary, elementary, secondary, normal school, higher learning, vocational, physical, general administration, and such other departments as will make it possible to make an exhaustive study of conditions under expert direction, in order to secure the most intelligent and constructive suggestions as to ways and means of eliminating duplication, of avoiding waste, and of making the entire school system of Alabama a unified, efficient and serviceable agency for the training of boys and girls.

There are other lines of improvement that might well be suggested, but a recognition of the present financial condition of the State makes it obligatory to ask for only such legislation as is considered absolutely necessary to the healthful development and progress of the public school system. The amount of money involved in the recommendations made is less than any legislature in a generation has been asked to appropriate for education,

and it should be further noted that the only considerable amount asked is made necessary by the Federal statute, which requires that a law shall be passed within sixty days after the Legislature convenes, if the State is to participate, and that the Federal money shall be matched dollar for dollar.

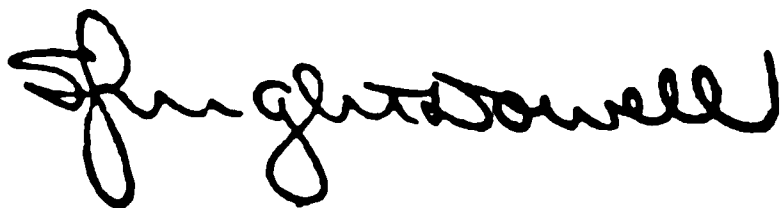
It is the custom in asking for legislative appropriations to double the amount really needed, the presumption being that the Legislature will reduce any amount asked. The above recommendations are not based upon any such assumption. An effort has been made to be as rigidly economical and modest in the amounts asked as business sense and the reasonable demands of the schools make absolutely necessary. It is hoped therefore that legislators will consider the statements made as a frank and honest estimate of the minimum needs of the public schools, in order that they may do the State satisfactory service.

CONCLUSION

In bringing this report to a close, it should be stated that the school is undergoing a rebirth, that its hold on popular favor and its critical position as the finest institution of democracy are beginning to be universally recognized. It can be confidently predicted that the perpetuation and effectiveness of any government will depend upon the character of schools provided in the particular country. We have not traveled far enough in America in making our schools the practical training camps that they ought to be for a nation whose very life is conditioned by the intelligence of the people. In the South many retarding influences are still operative against the provision of suitable schools to make it possible for each and every boy and girl to fully prepare for the best work. We are traveling, however, and our outlook is forward.

We have seen the fatal effects of a Prussianized educational system that trains a few for leadership and the great masses for submission. We have said that it is worth our while to spend men and money for the winning of the war in which liberty and humanity were at stake. Shall we not now make real the victory by so endowing and fostering our public school system as to guarantee an ever expanding appreciation and practice of the fine principles for which we have fought? Without any desire to moralize, it can be said that Almighty God has directed the course of human events, and we shall give our best expression and appreciation for His goodness by so planning and supporting our fundamental institutions, our public schools, as to make them the promoters of that spirit of universal intelligence and brotherhood which alone can make peace, not a universal dream, but a world wide reality.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "F. J. Gossnell". The signature is fluid and elegant, with a large initial "F" and a long, sweeping underline.

Superintendent.

Handwritten: Thomas H. Hylton, Sec. H. H. Hylton

DEPARTMENT OF EDUCATION
STATE OF ALABAMA

6
1919

ANNUAL REPORT

THE ALABAMA
PUBLIC SCHOOLS

1919



1919



DEPARTMENT OF EDUCATION
STATE OF ALABAMA

ANNUAL REPORT

FOR THE

SCHOLASTIC YEAR ENDING SEPTEMBER 30, 1919



PART I. - 2.

SPRIGHT DOWELL,
Superintendent of Education

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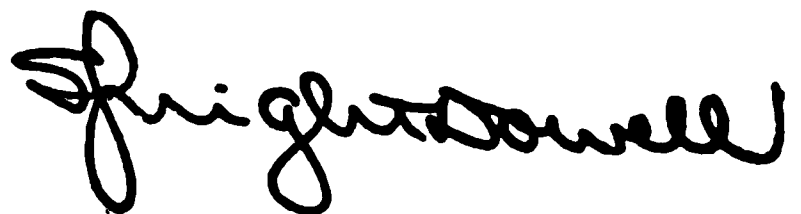
To His Excellency,
THOMAS E. KILBY,
Governor of Alabama.

DEAR SIR:—In order to make the school work of the year a matter of record and to put it in convenient form for the public, I submit herewith the annual report of the State Department of Education.

In examining the statistics, it should be borne in mind that the unusual conditions occasioned by the war and an unprecedented influenza epidemic have greatly complicated the problems of administration and supervision.

The year, however, has witnessed the greatest improvement in our school machinery that ever took place in a like period, and it may be stated with confidence that Alabama now has a modern and well adapted school code with good prospects for substantially increasing financial support. What has been accomplished is due in a large measure to the sympathetic and active interest you have so generously and constantly manifested.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "F. H. Garrison". The signature is fluid and elegant, with a large initial "F" and a long, sweeping underline.

Superintendent.

GENERAL STATEMENT

EDUCATION AND THE WAR

THE fiscal year beginning October 1, 1918, and ending September 30, 1919, has been one of extraordinary occurrences. The influenza epidemic which swept over the country included practically every county in Alabama in its course. It is substantially correct to say that no school in the State escaped and in county after county all schools were suspended for a period ranging from one to three months. The actual loss of time and work, the substantial reduction in the actual number of days for school work, and the demoralizing effect of uncertainty and fright, to say nothing of the ravages of disease, greatly handicapped the work of the schools for the year.

The actual effects of the epidemic will appear in connection with the statistics on school attendance found elsewhere in this report. It is right here, however, to call attention to the heroic efforts made by the school people to counteract the bad effects of the scourge and to make up the lost time. In most schools the expedient of longer hours, work on Saturday, or a lengthened term made it possible to recover much of the ground that had been lost. Boards of education, too, showed in most instances the proper attitude toward the teachers by paying them their salaries regularly even though the schools were not in session. This served to preserve the attitude toward the work which was conducive to fairly good results even amid very great difficulties.

Then, too, the great war cloud that had burst in all its fury early gave place to peace, and while it might have

been fancied that matters would right themselves soon, it soon became manifest that the problems with which the country had to grapple following the signing of the armistice, if the less vividly discernible, were at least fully as complex and as difficult of solution. The war had undoubtedly brought out in bold relief the unmistakable fact that education must occupy a fundamental place in any government that hopes to prove really serviceable to its constituency in times of peace and efficient when exposed to enemies either from without or from within.

One of the most hopeful developments of the war came from the unmistakable proof that America gave that it is possible for a nation, while bent on peace and pursuing its own ideals in an entirely laudable way, to completely recast its mode of living, to mobilize its resources with prompt dispatch and to organize every individual and agency into a coherent fighting machine, the like of which the world had never seen. This very superior demonstration of our nation's ability to meet a concrete situation that endangered its very existence is the finest possible tribute to the genius of the American government.

We should be guilty of the grossest presumption, however, if we should grow unmindful of the subtle danger that an organization formed so readily may fall apart quite as easily when the immediate occasion for solidification is no longer keenly felt because the powerful stimulus to action has been removed. That is to say, the return of peace made it a natural thing for the morale of the men in service to undergo a considerable lowering and for individuals, as well as groups, to become much more self-assertive, to think more in terms of self, and less in terms of the common weal.

The fact that our country was perturbed as never before, that profiteering became common, that the people became much more critical of our social, economic and religious institutions and agencies, that bolshevism in its

various types lifted its ugly head in divers ways and places, that the necessity for a continuation of the habits of thrift and of work seemed to be greatly lessened—all combined to make the difficulty of maintaining law and order the logical outcome. Furthermore, there was no occasion for wonder that men who had undergone the regimen of training camps and battle fields and who had caught a vision of their own powers would never be quite satisfied to return to the same old positions and standards of living that they had given up at the call of their country. In other words, individuals and nations had undergone a rebirth.

EFFECT ON THE SCHOOLS

Amid all these dramatic scenes the schools suffered distinct losses. With the greatly enlarged opportunities for remunerative employment and with the expanded horizon that had come to men and women, the schools were powerless largely because of meagre financial support to regain and even to hold an all too large per cent of the craft for the active work of teaching and supervision. What was even more deplorable the very men and women who were the most resourceful and had the greatest powers of initiative were the ones who entered upon other lines of work thereby denuding the teaching profession of its most active and competent workers.

Two serious results were inevitable:

First, a lowering of the standard of those engaged in the work of teaching.

Second, a shortage in the number of those available for the work of teaching.

The teaching profession, in other words, as someone put it, had become a "teaching procession." Nor was this untoward condition local in its effect. The truth is that no State or rural community escaped to a marked degree a falling off in the quality of the work in the

school. When we recall that the public school is the finest experiment democracy ever made and that it is the only institution which had been set up specifically by the government to enable the individual to attain to the full stature of manhood and womanhood in society and in the State, the tragic significance of the situation becomes apparent. Amid this practical disadvantage, however, one thing was reassuring; namely, the general public by the negative example of Germany and the positive example of America was brought face to face with the incontrovertible proof that an efficient public school system is the most valuable agency that a nation can set up to prepare for the arts of peace and for the emergencies of war; that to maintain the proper educational facilities something of the same liberality in the expenditure of time, money, leadership, and popular direction must be shown in financing the schools that was displayed in waging the war if we are to escape the obsession of Prussia, on the one hand, and the stupidity of Russia, on the other.

NEW EMPHASIS ON AIMS

The war, too, has clarified the public conception of the objectives of an educational program and it has come to be generally recognized that it is the duty of the State to set up a type of education designed to give the individual pupil health, the tools of learning, vocational efficiency and clear-cut notions of citizenship, and then to see that he gets it, to the end that he may discharge his duties to the State and to himself with equal efficiency. Keeping these objectives in mind, the school must place such an emphasis upon bodily development as will forever preclude a recurrence of the humiliating statistics that were reported by draft boards and army training camps. No thoughtful student can fail to see that physical education must and in many states is being made an integral part of every course of study and that along with this

training healthful conditions must be required and provided.

Hardly less significant is the new emphasis to be placed upon occupational efficiency. What the government is doing in the secondary schools through Smith-Hughes aid and for the rehabilitation of disabled soldiers through the Smith-Sears act must be made much more general to the end that a heterogeneous population with divers talents and aptitudes may find an open door for maximum efficiency on the part of every individual.

AN EDUCATIONAL COMMISSION PROPOSED

It was the appreciation of this great national awakening and the desire to see Alabama capitalize upon this new demand for the provisions of equal opportunities for all the children of all the people that it was recommended in the annual report of this Department a year ago that two steps be taken by the Legislature at its initial session in January, namely, that a law be enacted which would make it possible for Alabama to accept in full measure the benefits of the Smith-Hughes law for the teaching of vocational agriculture, home economics, and trades and industry, and that provision be made for the creation of an Education Commission to be composed of five of the ablest men in the State to conduct a study of our entire scheme of public education with a view to modernizing it. The first of the above recommendations was imperative if we were to participate in the Federal grants, the second was necessary if the State of Alabama was to work out in a unified and orderly way a school system of the times.

Fortunately, the decision of the Legislature, which meets quadrennially, was to organize in January and remain in session for just so many days as might be required to dispatch business of urgent importance and to plan work to be done during the recess period of some

four or five months. The Legislature would reconvene for the longer session to hear the reports of such committees as had been appointed and to take such action as might seem desirable for the common weal.

EDUCATION COMMISSION CREATED

Governor Kilby clearly comprehended the educational situation and in a most laudable way gave official sanction to both of the above recommendations in his message to the Legislature. It should also be said here that to his active influence was largely due the thorough and favorable consideration which the Legislature gave to the educational program. The Act authorizing the creation of the Education Commission was as follows:

1. That the governor shall appoint a commission of five persons * * * to make a study of the public educational system of Alabama, including all schools and educational institutions supported in whole or in part from public funds, to determine the efficiency of the same and to report its findings, with recommendations for increased efficiency and economy, to the governor on or before July 1, 1919.

2. That the said commission is empowered to employ assistants in the several fields of public education in which the State is engaged. * * *

3. That the said commission and its employees shall have free access to all public records. All public school and educational institutions, teachers, instructors, faculties, officers, and employees shall furnish all information and assistance in their power in making such a study as is contemplated under this act. * * *

4. That said commission shall, in addition to other work specified by this act, direct special attention to the feasibility and advisability of consolidating any

of the existing State educational institutions or departments thereof, of eliminating any institution or institutions, and of coordinating and unifying the work of any or all institutions under one board of management and control.

5. That there is hereby appropriated, out of any money in the treasury not otherwise appropriated, the sum of \$10,000 * * * for the purpose of defraying the cost of the study herein proposed.

In keeping with the law just quoted, the Governor appointed as members of the Alabama Education Commission five of the most representative men in the State, who, without exception, had found time in the midst of their busy careers to serve the cause of education in a conspicuous fashion, the personnel being as follows:

Hon. Sydney J. Bowie, Birmingham.

Hon. A. H. Carmichael, Tuscumbia.

Hon. J. E. Dunnaway, Orrville.

Hon. Geo. H. Lanier, West Point.

Dr. R. H. McCaslin, Montgomery.

WORK OF THE COMMISSION.

On the 11th day of March following their appointment the Commission organized by electing Honorable Sydney J. Bowie as Chairman, and Honorable W. E. Dickson, Chairman of the Educational Committee of the House, Secretary. In anticipation of the action of the Commission and because of the exigencies of time, Dr. P. P. Claxton, United States Commissioner of Education, and Dr. Wallace Buttrick, of the General Education Board, were present by invitation and conferred at length with the Commission, the outcome being the following plan of procedure:

Whereas, the Educational Commission has been created in accordance with an Act of the Legislature approved February 6, 1919; and

Whereas, this Commission must submit its report to the Governor on or before July 1, 1919; and

Whereas, the scope of the work prescribed in said Act comprehends the entire public school system of Alabama; and

Whereas, the discharge of this duty will necessitate the collection and tabulation of certain technical and scientific information by experts; and

Whereas, the United States Bureau of Education is the legally constituted head of the public school system in this country; therefore,

Be It Resolved, 1. That the United States Bureau of Education is hereby invited and requested to accept the task of making the scientific study of the entire public school system of Alabama, upon the terms and in keeping with the plan outlined by Dr. P. P. Claxton, United States Commissioner of Education.

2. That so much of a sum of \$8,500 as may be necessary be set aside from the State appropriation of \$10,000 to pay the expenses of those working under the direction of Commissioner Claxton for the provision of clerical help and supplies and honoraria to three or four men outside of the staff of the Bureau who are also to be asked to serve in an advisory capacity.

3. That the Commissioner of Education and those working under his direction be clothed with all the authority conferred under Section III of the Act to secure information that may be deemed necessary to make a full and complete survey of public education in Alabama, and to this end to require the production of papers, records, and information under oath

from any person or persons engaged in public school work.

4. That the Commissioner of Education and his staff report the results of said investigation and findings to the Commission by June 6th.

In conformity to the above, the work of investigation was actively begun under the direction of the Commissioner on March 12th. The general lines of investigation which were comprehensive and searching were entrusted to the personal direction of Dr. H. W. Foght, specialist of the Bureau, while the study of institutions of higher learning was delegated to the supervision of Dr. Samuel P. Capen, also of the Bureau.

SCOPE AND PERSONNEL OF THE SURVEY COMMITTEE

Some conception of the scope and nature of the study, as well as the quality of it, will be gained by a careful reading of the following plan of organization which shows the personnel of the Survey Committee:

1. *General School Organization and Administration*—Dr. H. W. Foght.

2. *History of Education in Alabama*—Mr. William R. Hood, division of school legislation, Bureau of Education.

3. *Rural and Agricultural Education*—Mrs. Katherine M. Cook, specialist in rural education, Bureau of Education; Walter S. Deffenbaugh, specialist in education in villages and towns, Bureau of Education; Mr. C. H. Lane, regional director, the Federal Board for Vocational Education, and Dr. H. W. Foght.

4. *City Schools*—Mr. P. W. Horn, superintendent of schools, Houston, Texas; Dr. Frank F. Bunker, specialist in city school systems, Bureau of Education; and Dr. J. J. Didcoct, professor of secondary education, George Peabody College for Teachers.

5. *Higher Education*—Dr. Samuel P. Capen; Dr. Chester D. Jarvis, specialist in agricultural education, Bureau of Education; Dr. Walter C. John, specialist in land-grant college statistics, Bureau of Education; and Mr. J. J. Pettijohn, director of the extension division, Bureau of Education.

6. *Preparation of Teachers*—Dr. Willis E. Johnson, president Northern Normal and Industrial College, Aberdeen, South Dakota; Dr. H. W. Foght; and Dr. Samuel P. Capen.

7. *Special Education*:

Negro Education—Mr. Walter B. Hill, special collaborator, Bureau of Education; Dr. Thomas Jesse Jones, special collaborator, Bureau of Education; and Mr. Jackson Davis, general field agent, General Education Board.

School Health and Physical Education—Dr. Hiram Byrd, the United States Public Health Service; Dr. Willard S. Small, specialist in school hygiene and sanitation, Bureau of Education; and Miss Martha Stevens, director of health education.

Home Economics—Miss Carrie A. Lyford, specialist in home economics, Bureau of Education.

Home and School Gardening—Mr. John L. Randall, regional director, United States School Garden Army.

Education of Delinquents, Defectives, and Illiterates—Dr. H. W. Foght.

It is aside from the purpose of this report to make any very detailed statement about the survey which is embodied in comprehensive form in Bulletin, 1919, No. 41, of the United States Bureau of Education. It should be stated, however, that the legislative recess period was used in a most advantageous way and that every educational agency of the State underwent searching and intelligent examination. This is evidenced by the outline and personnel just given to which should be added the statement that an advisory committee on higher education,

composed of men of national reputation, assisted the Bureau in making the study, namely, Dr. Horace D. Arnold, formerly dean of the graduate school of medicine of Harvard University; President A. F. Woods, of the Maryland State College; President E. A. Alderman, of the University of Virginia, and Dr. C. R. Mann, chairman of the advisory board of the committee on education and special training of the War Department.

REPORT OF THE EDUCATION COMMISSION

The field work was concluded in May and early in June the Survey Committee through Drs. Foght and Capen presented their report to the Alabama Education Commission. The entire report was carefully studied in joint conference in order to guard against errors of fact and to eliminate statements that might provoke needless criticism. Following the joint conference the State Commission went over the report de novo, item by item, the State Superintendent of Education being present, and formulated its own legislative program. To the Chairman of the Commission, Honorable Sydney J. Bowie, was assigned the task of writing the report to be presented to the Governor and to the general public, and the Superintendent of Education was instructed to re-write the school code of the State so as to embody the changes which had been found necessary and practicable to give Alabama modern school machinery and to make the code a unified and coherent instrument instead of the patchwork to which it has hitherto been likened. The report of the Commission follows:

To the Honorable Thos. E. Kilby, Governor:

The undersigned, appointed by you as The Education Commission to make a study of the public school system of Alabama, under an Act approved February 6, 1919, beg leave to report as follows:

By Section 1 of the Act, it is provided:

"That the governor shall appoint a commission of five persons, all of whom shall serve without compensation, to make a study of the public educational system of Alabama, including all schools and educational institutions supported in whole or in part from public funds, to determine the efficiency of the same and to report its findings with recommendations for increased efficiency and economy to the governor on or before July 1, 1919."

The Act further provides:

"That the said commission is empowered to employ assistance in the several fields of public education in which the State is engaged and shall supply such clerical help and equipment as shall be necessary."

We, The Commission, met for organization as soon as possible after our appointment. The scope of the work was so great and its importance so manifest that to do the work properly, it was necessary to secure expert assistance of the highest possible order. It was decided to be essential that we should make a full and complete survey of the educational system of the State with its historical perspective. The Bureau of Education of the United States had done work of this character in several of the States of the Union, and had a body of experts thoroughly familiar with the educational conditions and history of the country and who were especially trained in matters of this character.

Believing that there was no existing private agency that could do the work so well, the Commission got in touch with Hon. P. P. Claxton, of Tennessee, now Commissioner of Education for the United States, with the view of obtaining the assistance of the Bureau of Education of the United States in this work. Commissioner Claxton cheerfully agreed to lend the services of his best men for this purpose and to co-operate with them in the conduct and direction of the work.

The time allotted was so short that it was necessary for the Bureau of Education to detail for this service sixteen

of their foremost men and women. Even this group was insufficient, but Commissioner Claxton was able to assist us in procuring the services of other eminent specialists of the highest character and standing in the United States for certain phases of the work. These men include Dr. Horace D. Arnold, Massachusetts; Dr. Edwin A. Alderman, Virginia; Dr. C. R. Mann, Washington; Dr. W. S. Small, Washington; Dr. A. F. Woods, Nevada; Dr. W. E. Johnson, South Dakota; Dr. Thomas Jesse Jones, Virginia; Dr. J. J. Didcoct, Tennessee; Dr. P. W. Horn, Texas; Mr. Jackson Davis, Virginia; and Mr. C. H. Lane, Georgia.

This entire work, while under the general direction of Commissioner Claxton, was under the immediate direction of Dr. Harold W. Foght, Specialist in Rural School Practice. The study of our institutions of higher learning was under the immediate supervision of Dr. Samuel P. Capen, Specialist in Higher Education. The results of their labors have been presented to us in the form of a very voluminous report which, for convenience, will be submitted to you under separate cover.

The services of the men who were attached to the Bureau of Education were loaned to us without any cost other than their actual expenses, which have been paid out of the special appropriation made for that purpose. It was necessary for us to give some small compensation in the way of an honorarium to those persons who were not attached to the Bureau. We would have been glad to have given the employees of the Bureau some modest compensation also, but they would not receive it.

At the outset we find ourselves unable to express adequately our appreciation of the able, untiring and effective services which have been rendered by Dr. Foght and his associates. It would not be an overstatement to say that since they undertook this responsibility they have worked at it both day and night. It is the opinion of

the Commission that no better service has ever been rendered to this State in its entire history. Entirely impartial, zealous only for the general welfare, and anxious to serve, they have performed a duty whose lasting benefits will be felt not now only but by children yet unborn.

Their conclusions are embodied in a series of recommendations which appear in their report. In most of these recommendations we heartily concur. It is not essential to our appreciation of the value of these services that we should at this time associate ourselves with all of them. They have written as upon a sheet of white paper, not confining themselves to what under existing conditions may now reasonably be attained, but looking forward to the future with the single desire to give Alabama the educational system that it ought to have—a system which, if their main recommendations are adopted, will put Alabama educationally, and in the not too remote future, upon a parity with the most advanced States of this Union. No object less than this could meet with our approval or yours. This has been their single purpose.

Some of their recommendations would require constitutional changes. The Commission has not thought some of these recommendations of such magnitude as to justify the submission of separate constitutional amendments at this time. Many of them, it is believed, could be dealt with more wisely in a constitutional convention, when that shall be called.

In the mean, we concur with their recommendations relating to change in our existing statutes, as will be seen by a comparison of our recommendations with theirs. It is our belief that the Legislature of Alabama, under the leadership of our Governor, will be able to devise methods and plans of taxation wisely adapted to our present needs and circumstances.

In the very important matter of negro education, it is of course best that we should proceed in a way calculated to do justice to this large portion of our population without, at the same time, doing anything that might disturb the harmonious relations now existing between a majority of the members of both races. In most of our counties, the white race is overwhelmingly predominant; in others, the black race is overwhelmingly predominant. Conditions are thus materially different in the different sections of the State. At best the question is a sensitive one. We must do all that honor requires. Even more, this matter must be considered from the standpoint of industrial efficiency of a very large portion of our citizenship. It is obvious, therefore, that we must proceed with caution, and that we cannot hope to solve so great and so delicate a subject with a single stroke of the pen.

The conclusions that we have reached and the recommendations that we make deal in the main with matters that cannot be contested, and they represent an earnest effort to meet wisely a great need in the best methods that can be found. In our opinion, the crux of the situation may be stated in two words—*more revenue*. Educationally, we are happy to report that we find that Alabama has made marked and rapid progress in recent years.

The results of the elections held for local taxation in the several counties of the State, and in the numerous school districts of these counties, since the adoption of the recent constitutional amendment, indicate beyond all peradventure that the people of Alabama are earnestly in favor not only of greatly improved facilities for the education and training of their children, but also that our people are a substantial unit in demanding that in this vital matter their children shall have advantages not better than the worst, but equal to the best in this country.

And yet in this matter our people have not been and are not even now free agents. Under the present Constitution, and in fact, since the Constitution of 1875, we have found ourselves more limited and restricted in the matter of local school support than any State in the Union. That we are not at the bottom in the character of our schools is clear proof that the people themselves have demanded the best facilities possible under the circumstances, despite constitutional limitations and restrictions. In some cases they have passed laws and voted taxes notwithstanding the fact that the courts have held that they did not have the constitutional power to do so. Likewise, they have voluntarily paid fees that they could not lawfully have been compelled to pay. It has been a long struggle against tremendous odds.

Providence has been generous to this State. It has endowed it with a splendid climate; with rich and fertile lands; with mineral wealth well nigh incalculable; with navigable streams unsurpassed among the States; with forests that rank eighth among those of the several States; and, in fact, with almost every element of natural wealth that could be desired. And yet the record shows that in the year 1919, fifty-four years after the Civil War, the proportion of illiteracy among our white population is greater than it was in 1860. More than two generations have grown up since the Civil War, more than one-half and perhaps three-fourths of whom have either been totally denied the benefits of an education, or else have had access to schools of such limited equipment, and of such short terms, and untrained and inefficient teachers as to leave the great majority of our rural population without adequate equipment for the great competition of life. The figures of illiteracy are startling enough of themselves, but the figures of near-illiteracy if they could be obtained, or even estimated, would be even more startling, since they would show conclusively that the "little

learning" which the poet says "is a dangerous thing" is all that has been vouchsafed to the great mass of our people.

We need not refer to conditions before the war except to repeat that even as far back as 1840 there were proportionately fewer illiterates among the white population than there are to-day. The Constitution of 1868, though enacted by a so-called "carpet bag" government, dealt with the subject of education in a manner far more liberal and infinitely better calculated to promote general intelligence than does either the Constitution of 1875 or that of 1901. It created a State Board of Education, under Section 5 of Art. II, which gave power to that Board as follows:

"The board of education shall exercise full legislative powers in reference to the public educational institutions of the State, and its acts, when approved by the governor, or when enacted by two-thirds of the board, in case of his disapproval, shall have the force and effect of law, unless repealed by the general assembly."

By Section 6 it was also provided:

"It shall be the duty of the board to establish, throughout the State, in each township, or other school district which it may have created, one or more schools at which all the children of the State between the ages of five and twenty-one years may attend free of charge."

By Sections 10, 11, 12 and 13, it was provided:

"The proceeds of all lands that have been or may be granted by the United States to the State for educational purposes; of the swamp lands; and of all lands or other property given by individuals or appropriated by the State for like purposes; and of all estates of deceased persons who have died without leaving a will or heir; and all moneys which may be paid as an equivalent for exemption from military duty, shall be and remain a perpetual fund, which may be increased, but not diminished; and the interest and income which, together with the rents of all such lands as may remain unsold, and such other means as the general assembly may provide, shall be inviolably appropriated to educational purposes, and to no other purpose whatever.

"In addition to the amount accruing from the above sources, one-fifth of the aggregate annual revenue of the State shall be devoted exclusively to the maintenance of public schools.

"The general assembly may give power to the authorities of the school districts to levy a poll-tax on the inhabitants of the district in aid of the general school fund, and for no other purpose.

"The general assembly shall levy a specific annual tax upon all railroad, navigation, banking and insurance corporations, and upon all insurance and foreign bank and exchange agencies, and upon the profits of foreign bank-bills issued in this State by any corporation, partnership, or persons, which shall be exclusively devoted to the maintenance of public schools.

In addition to these generous provisions, there was no restriction upon the statutory power of the Legislature in the matter of local taxation. Perhaps no State in the Union at that time made more generous constitutional provision for this essential cause. But as in so many other matters in this unhappy period of our history, this but "held the word of promise to the ear, and broke it to the hope." Generous as were these provisions, explicit as were the mandates of the Constitution, the period during 1868 to 1875 represented in educational matters as in every other, the darkest days through which our State has had to travel. The moneys which the people paid into the treasury for schools were either diverted to less important purposes, or, stolen outright.

To avoid this exploitation, the Constitution of 1875 unfortunately repealed these provisions for the local support of schools. It specifically denied the right of local taxation, and limited the cities to the collection of a tax of five mills for the purpose of municipal government, a small portion of which was usually diverted to education. Since less than ten per cent of our people, at that time, lived in cities, and since the other demands of municipal life, if sufficiently performed, required much more attention than was authorized to be collected for municipal purposes, it can be stated with substantial accuracy that there was no provision for local taxation for educational

purposes in the State of Alabama from 1875 until 1901. By the Constitution of 1875 the State was required to contribute annually from general taxation or otherwise, not less than \$100,000, and there was the further direction, "It shall be the duty of the General Assembly to increase from time to time the public school fund as the condition of the treasury and the resources of the State will admit." In addition, there was a poll-tax limited to \$1.50 and the income to be derived from the sale of sixteenth section lands. In so far as education is concerned, therefore, the Constitution of 1875 marks a change from a Constitution providing as liberal a method of support for schools as existed in any State of the Union to a Constitution with the most illiberal and inadequate method of support to be found in any State.

In the Constitution of 1901, a material change for the better is to be noted. The revenue derived from three mills of State taxes was to be devoted exclusively to educational purposes. There was also a provision under which any county of the State by a three-fifths vote could levy an additional mill for local purposes. The other provisions, however, remained substantially unchanged. Although conditions were improved by this tax privilege, the relief was entirely inadequate, as the results have clearly shown.

The next great step in this matter was taken by the Legislature in 1915 when it submitted a constitutional amendment authorizing any county of the State by a majority vote to levy a three mill tax for educational purposes in such county, with the further provision that when any county had adopted the three mill tax any district in such county might vote three more mills for school purposes in such district. A very marked improvement has resulted from that amendment. Sixty-three counties have already adopted the county tax, in some of them, however, the tax is not effective until the

next tax year. About two hundred school districts in all have voted the district tax.

But with all this, Alabama still lingers around the bottom. The limitations upon taxation are still the most drastic of any State in the Union and the available revenues are lamentably low and wholly inadequate.

Practically three generations of Alabamians have grown up since the severe restrictions imposed by the Constitution of 1875 became effective. The effect upon the material welfare of Alabama is what might have been expected.

None of our city schools have been better than they should; few of them have been as efficient and as well equipped as they ought to have been, but even our best have reached only a small proportion of our population. The great bulk of our population is in the country. Alabama's great future is mainly in the hands of those who till the soil and labor in the mines and forests. Potentially these people are our noblest asset, but they have been neglected and the fruits of that neglect are spread all over the face of the history of our State.

On the contrary, the States which have insisted upon the proper education of their children, rural as well as city, have reaped a great harvest. Failing properly to educate our children we have failed to reap such a harvest. We will lay to one side the question of negro education, and for our present purposes deal only with the problem of education as it affects the white population. Surely no man can say that the country child is not entitled to as good advantages as the city child; and just as surely no man can say that the Alabama child is not entitled to as good advantages as the child of Kansas or Iowa, or California or Washington. Surely the white children of the white counties of our State are entitled to equal advantages with the white children of the black belt of Alabama.

An examination of the records will show that school conditions in the country are not nearly so good as school conditions in the cities in this State; that in the white counties of the State school conditions are not equal to those in the black belt counties; that school conditions in Alabama are not so good as those in the great States to the north and west of us which have met this question and have solved it in the only way it can be solved—by paying the price and reaping the reward. That they have paid more for the education of their children, all will admit. That it has paid them to pay more, the records will indisputably establish. We submit herewith some tables for the year 1914-15 from the report of the United States Commissioner of Education, which require but little explanation.

TABLE I.

State.	Area.	Population.	Nat. born white Illits. per 1,000 of population.	Av. length school year in days.	Average annual salary of teachers.	Aver. amt. per cap. of popula. spent for educa.	Aver. amt. per cap. of school population.	Total for Education 1914-1915.
Alabama	51,279	2,138,093	99	125	\$345	\$ 2.04	\$ 6.44	\$5,010,428
California	155,652	2,377,549	5	174	951	11.13	57.24	32,126,657
Illinois	56,043	5,638,591	13	160	718	6.51	26.45	44,011,662
Indiana	36,045	2,700,876	21	156	592	7.36	29.47	24,018,125
Iowa	55,586	2,247,771	8	176	506	8.55	32.54	20,764,865
Kansas	81,774	1,690,949	■	172	635	6.76	25.55	15,377,880
Massachusetts	8,039	3,366,416	5	170	810	7.32	32.80	27,442,132
Nebraska	76,808	1,192,214	6	183	454	8.04	29.63	10,825,825
Oklahoma	69,414	1,657,155	33	140	488	3.98	12.98	9,253,569
Pennsylvania ..	44,832	7,665,111	13	172	465	6.96	27.82	61,670,950
Washington	66,836	1,141,990	3	174	808	9.10	41.52	13,080,272
Wisconsin	55,256	2,333,800	9	173	542	6.25	22.76	16,680,866

We have chosen typical States of the West, North, and East. We find that California, admitted into the Union more than thirty years after Alabama's admission, ex-

pendes nearly six and one-half times as much in the aggregate and over nine times as much per capita for the education of her children as Alabama did in 1914; that Iowa, a purely agricultural State with practically the same number of people that we have, with a less equable climate, and with no mineral wealth or large cities, expended in the aggregate more than four times as much for education as we did, and more than five times as much per capita. We find that Nebraska, a purely agricultural State, on the border line of the great American cities and with no mineral wealth, expended twice as much as Alabama in the aggregate and five times as much on a per capita basis. We find that Oklahoma, the youngest of all the States, with a much smaller population, expended nearly twice as much in the aggregate and more than twice as much per capita as we did. We find that the State of Washington, in the extreme Northwest, with one-half our population, expended nearly three times as much in the aggregate and more than six times as much per capita. All the others are substantially in the same proportion. Has it paid them? Table II is the answer.

TABLE II.

	<i>Total farm value 1910</i>	<i>No. of Acres</i>	<i>Value of Crops 1910 Census</i>	<i>No. Bus. Corn to Acre 1910</i>
Alabama	\$ 370,137,429	7,205,239	\$ 144,287,347	12
California	1,614,694,584	4,924,733	153,111,013	23
Illinois	3,905,321,075	20,273,470	372,270,470	39
Indiana	1,809,135,238	11,331,395	204,209,812	40
Iowa	3,745,860,540	20,384,926	314,666,298	36
Kansas	3,039,389,910	19,900,750	214,859,597	19
Massachusetts	226,474,125	654,844	31,948,095	50
Nebraska	2,079,818,647	17,231,205	196,125,632	23
Oklahoma	918,198,882	11,921,670	133,354,405	16
Pennsylvania	1,253,274,862	7,826,562	166,739,898	30
Washington	637,543,411	3,431,273	78,927,053	21
Wisconsin	1,413,118,785	8,555,080	148,359,216	34

The farm values of California are five times those of Alabama; of Indiana, five times those of Alabama; of Iowa, ten times those of Alabama; of Kansas, six times those of Alabama; of Nebraska, six times those of Alabama; of Oklahoma, nearly three times those of Alabama; and of Washington, twice those of Alabama. It has paid these other State to educate their children who live on the farms. It has paid them just as liberally to educate all of their children as is shown by Table III. The totals of the individual deposits of all reporting banks in the States mentioned below in June, 1917, were as follows:

TABLE III.

Alabama	\$ 102,689,000
California	1,189,945,000
Illinois	1,606,456,000
Indiana	481,342,000
Iowa	654,975,000
Kansas	307,314,000
Massachusetts	1,975,720,000
Nebraska	330,320,000
Oklahoma	232,399,000
Pennsylvania	2,457,930,000
Washington	246,602,000
Wisconsin	467,067,000

We could extend illustrations much further, but the above will serve to show that other States have reaped a rich harvest because they have not neglected their duty to their children. A study of Table I will show that Alabama is at the bottom of the States in the amount per capita for education; in the number of days taught; in the average salary of teachers; as well as in the totals for education. It shows that we have twenty native-born white illiterates where California has one; thirty-three, where Washington has one; eleven, where Wisconsin has one; more than twelve times as many as Kansas and

Iowa; more than sixteen times as many as Nebraska; and three times as many as Oklahoma. This is a natural and inevitable result. In proportion as we have saved at the spigot, we have wasted at the bung.

It must be remembered also that educational advantages are not equal within the State. The average length of school term in the cities is substantially nine months for white; in the country districts, it is only six months. In five typical counties—Cleburne, Cherokee, Jackson, Cullman, and Franklin—it is less than four and one-half months, while in Lowndes, Bullock, Sumter, Macon and Dallas, the average is practically eight months. Statistics bearing on this point are as follows:

TABLE IV.

GROUP I.		GROUP II.	
<i>County</i>	<i>Days</i>	<i>County</i>	<i>Days</i>
Cleburne	88	Lowndes	143
Cherokee	86	Bullock	171
Jackson	83	Sumter	167
Cullman	87	Macon	161
Franklin	82	Dallas	171

The number of pupils required to be taught by each teacher for the several counties are as follows:

TABLE V.

GROUP I.		GROUP II.	
<i>County</i>	<i>No. of pupils</i>	<i>County</i>	<i>No. of pupils</i>
Cleburne	51	Lowndes	13
Cherokee	54	Bullock	22
Jackson	47	Sumter	23
Cullman	51	Macon	21
Franklin	41	Dallas	29

Below are found the amounts expended for teachers' salaries for each white child enrolled in the public schools of the several counties named.

TABLE VI.

GROUP I.		GROUP II.	
Cleburne	\$ 4.32	Lowndes	\$33.91
Cherokee	4.38	Bullock	25.99
Jackson	4.53	Sumter	24.59
Cullman	4.75	Macon	22.74
Franklin	5.29	Dallas	22.54

The averages of the salaries of teachers for the several counties are as follows:

TABLE VII.

GROUP I.		GROUP II.	
Cleburne	\$222	Lowndes	\$424
Cherokee	236	Bullock	570
Jackson	305	Sumter	444
Cullman	241	Macon	490
Franklin	219	Dallas	659

The total of illiterate whites from 10 to 20 years of age inclusive:

TABLE VIII.

GROUP I.		GROUP II.	
Cleburne	429	Lowndes	11
Cherokee	632	Bullock	22
Jackson	1,118	Sumter	4
Cullman	708	Macon	16
Franklin	454	Dallas	57

The last table shows the natural results of our present educational system. Between the ages of ten and twenty, the illiterate whites in Jackson are almost 300 times as numerous as in Sumter, and the number of illiterate whites in Cleburne is eight times as many as in Dallas.

Educational advantages are not equal in any part of our State. They are inadequate almost everywhere. It is time that we were taking this question up and dealing with it seriously as a present and not merely as a future problem. Those who pass beyond the school age this year will never have the opportunity again and every year the

solution is delayed, an increasing number of children will pass beyond the age where they can obtain the advantages of an education. The children of the present are as much entitled to a square deal as are the children of the future. Indeed, the best provision that we can make for the future children of our State is to educate their fathers and mothers.

No problem is so pressing or important as this one. Its solution is not an experiment. The method has been tested and proved in the greatest and most prosperous states of the Union. We run no risk in accepting the lesson of their experience; in fact, it is a beaten path that we should follow.

The recommendations of this Commission will be set out in detail in the bills which are to be prepared and which the Legislature will be asked to adopt. Some of the more important of these recommendations are as follows:

1. *A nine months' school term accessible to every child in the State.* The recommendations of the Survey Committee who have investigated this matter are that we should employ our teachers by the year; that we should subdivide the year into two terms of six months each, the vacations to be so adjusted in each locality that the children who work upon the farms can be at home during the time when their services are most needed. This is the minimum period in practically all of the progressive states of this country, while some have longer terms, especially in the cities.

2. *The divorcement of education from politics.* Education is our greatest business, but it is the business of trained specialists in a great task, and the elements that make for success in purely political fields are not the elements that are needed in the administration and supervision of schools. We have accordingly recommended the establishment of a State Board of Education to be ap-

pointed by the Governor, and composed of public-spirited men possessing such qualifications as evidence their fitness. In this Board should be merged the control of our normal, secondary, and elementary schools. The Superintendent of Education is now a constitutional officer elected by the people. It would be an eminently better plan for a State Board of Education to select him on the basis of professional training and ability rather than to hand over the office to a man who might happen to possess those elements which would enable him to win an election in the primary. To accomplish this change would require a constitutional amendment. It should be submitted, however, in order to remove our educational system from the fact as well as from the suspicion of politics.

We would also urgently recommend the continuance of the policy adopted by the Legislature four years ago with regard to county superintendents and boards of education. As was well said in your message to the Legislature in January this is no time for a backward step—and not even local bills affecting one or more counties should be allowed to mar our system which will prove its value in a reasonable length of time. The field of politics and the field of education are entirely separate and distinct. One relates to the art and science of government; the other relates to the training and preparation of our children. The training and the qualifications needed for the one are different from the other. Their divorce, so far as we can possibly make it, should be absolute and permanent.

3. *Better trained teachers.* Eighty per cent of our white teachers have had no professional training whatever. They are licensed upon examination. One-third of them have never gone farther than through the elementary school, and a great majority of the remainder have gone no farther than through the high school. When they

are educated beyond that, they do not want to teach for the meager salaries now paid teachers in this State. (See table on this subject). If our normal schools and other institutions for training teachers are supported and equipped as we recommend they shall be, it is estimated that by 1923 we will have a steadily increasing supply of professionally trained teachers adequate to our demands. This would not mean that teachers then holding certificates would not be allowed to continue to teach, but that no certificates would be issued to beginning teachers who did not possess the scholarship represented by a minimum of high school graduation supplemented by one year of professional work. "The blind cannot lead the blind else they shall both fall into the ditch," says the Savior of men. It is equally true that if we would get the best results in education we should have better qualified teachers.

4. *More adequate supervision of schools.* In about forty of the sixty-seven counties of the State the county superintendent of education has no assistant. The average number of schools in these counties is approximately eighty. If the superintendent should spend one day in each school, it would require four months to make the round of all the schools. The duties of the office are so numerous as to leave practically no time for supervision at all, and yet this is an absolute essential if we would get the best results, particularly when we remember that over two-thirds of the teachers in the State have only second or third grade certificates.

5. *The reorganization of the Course of Study on the Six-Three-Three Plan.* We recommend that the age for the admission of children to school be reduced from seven to six years and that the full course of study be increased from eleven to twelve years. This would enable the child to begin life at the same age as heretofore with the advantage of one year's additional training. We recommend

that the elementary school shall be limited to six years instead of seven as at present. In schools which have only one teacher—there are many such in the State—six grades is the maximum that can be taught efficiently, and what is even more compelling, it has been thoroughly demonstrated in other states that what are known as the tools of learning can be fully acquired in the first six years.

Under the proposed plan, the next three years will be designated the junior high school. The junior high school should have at least three teachers and there ought to be enough schools of this kind in each county to make it unnecessary for any pupil to travel more than five or six miles to school. This will make it possible to spend the nights, Saturdays, and Sundays at home.

The emphasis in the junior high school would include the regular school subjects as now taught, and also the pre-vocational subjects, particularly agriculture and home economics. The limited experience in Alabama and the more comprehensive experience in other states, demonstrate clearly that the vocational work can best be done in consolidated schools of this type which make it possible for the boys to carry on their projects at home and in the rural environment.

The next three years in the proposed reorganization are to be designated the senior high school. There should be at least one in every county, and more where the centers of population may require. The emphasis in the senior high school would be broader than at present, for as is well known, the high school has hitherto been dominated by the entrance requirements of institutions of higher learning. The road will still be left open to these institutions for as many as care to enter them. The course will be broad enough, however, to give specialized vocational training to those who desire to go from the higher school directly into their life work.

The reorganization on the six-three-three plan as contemplated, will give to the children of the future not merely the usual education in letters, but special and practical training for the actual work of life itself. Heretofore at least one-half of our children have not gone beyond the fourth grade. With schools better equipped, with buildings better planned, with teachers better trained, with courses of study better adapted to the needs of all, there can be no reasonable doubt that in the future a larger number will pass from the elementary school through the junior and senior high schools, and even on to the college and technical school, thus making it certain that our future population will be far more efficiently trained for the work of life than has been the case in the past.

6. *The pay of teachers must be increased.* The average for white teachers in the State is at present \$419 per annum. Although, of course, the teacher does not teach all of the year, he must pursue work in some summer school to keep abreast of the times. The failure to make it possible for him to do this accounts for the short service in the profession. We have seen that the average compensation for teachers in Cleburne county is only \$222, and in Jackson county only \$305. The compensation is meager in every county. The enormously increased expenditures for living since the beginning of the late war have made it impossible for teachers to live upon their slender incomes, and many of the very best have already found other and more lucrative employment. We cannot expect to maintain a supply of well trained, experienced, efficient teachers unless we increase their compensation somewhat in keeping with the well-known increase in the cost of living.

7. *Our county high schools should be improved.* Some of our county high schools are showing good results, especially where they receive substantial local support as was

evidently contemplated but not required at the time of their creation. These schools are doing well, but the committee is of the opinion that if they are to realize their fullest expectation and perform their proper functions, they must, in addition to State aid, receive regular and stipulated local or county aid. We, therefore, recommend that as a condition to State aid, the county high schools shall receive local aid, either from the county board of education, the commissioners' court, or the communities in which they are located, in an amount equal to the sum granted by the State, the law to be amended so that a minimum of \$2,000 and a maximum of \$4,000 shall be available. Along with this should go a correspondingly larger amount of local control.

8. *The agricultural schools should become such in fact.* The so-called district agricultural schools, with rare exceptions, are agricultural in name only. In reality, most of them are local high schools. However desirable it may be to establish local high schools in these places, it is evident that the State cannot pursue the policy of granting them to some places and denying them to others without being guilty of an indefensible discrimination. There is a use, no doubt, for such schools when they function properly, but we do not see how the State can afford to maintain nine agricultural schools and provide the necessary revenue. We have accordingly recommended that as district schools they be eliminated, that the State shall establish six secondary schools of agriculture located at strategic points in the State, and that they be provided with an income sufficient to justify intensive and distinctive agricultural work. Of course, such schools would necessarily teach the ordinary literary branches, but they would also be vocational schools so far as agriculture and home economics are concerned.

To maintain such schools properly, and to permit them to do praiseworthy extension work would necessitate the

sum of at least \$12,500 per annum. We, therefore, recommend the establishment and location of six such schools by the State Board of Education, if created, and if not, by the Executive Committee of the present Board of Control of the Agricultural Schools. The places now having agricultural schools could, of course, compete for the relocation of these secondary agricultural schools and the preference would doubtless be given to them, consistent with the geography of the State, the distribution of population, and the past history of the schools.

9. *The normal schools must be strengthened.* The normal schools are the heart of our teaching system. In a certain respect, they are the most important of all the schools maintained by the State. In view of the absolute necessity for a greater supply of trained teachers, we have recommended increased appropriations for these schools. This is necessary to enable them to expend their work to meet our minimum requirements. The so-called Class B normal schools, located at Moundville and at Daphne, ought to be abolished and made county high schools if the authorities in their respective counties so desire. At all events, they cannot be justified as a part of our normal school scheme either from the standpoint of the work they do, of location, or of any other existing fact. To begin with, they are not doing the work, and to end with, they are nothing but local schools. For the same reason we have recommended the withdrawal of the State appropriation of \$3,000 to the Northeast Alabama Agricultural and Industrial Institute at Lineville, this school to be allowed to compete for one of the six agricultural schools to be re-located as described above.

10. *Our institutions of higher learning require additional help.* We have recommended such increases in the appropriations to our institutions of higher learning as are absolutely necessary to meet the increased cost of operation, and to maintain a standard of efficiency at least

equal to that of pre-war conditions. We have not made allowance for the expected increase of pupils at these institutions, as much as we could have wished to do so. We have felt that our first duty is to the elementary schools, but we have at the same time not lost sight of the fact that elementary education is the child, not the parent of higher education. There is absolute necessity in every free state for leadership. We must have trained men. If our State made provision for the support of the elementary schools only, the children of the well-to-do would find in other states higher institutions ready to receive them and to give them the very best that the nation affords, but the children of the poor would find the expense of going to these outside institutions too great to be met, and hence we would be forced to choose all of our leaders from the ranks of the well-to-do. We should not erect a dead wall at the sixth or seventh grades, or even at the high school, beyond which the great majority of our children cannot pass. If we would give them equal educational opportunities and an equal chance to strive for and attain leadership, we must have accessible to them in this State and at reasonable cost, advantages as good as are to be had in those states which surround us.

We have not asked for the expansion of these institutions at the present, but we do ask that enough be given them to let them live and maintain the standards which they had before the war.

11. *The need for more revenue is imperative.* A great statesman once said:

“Education is the one subject for which no people ever yet paid too much. Indeed, the more they pay, the richer they become. Nothing is so costly as ignorance, and nothing so cheap as knowledge. Even under old civilizations the states and people who provided the greatest educational dissemination and advantages were always the most wealthy, the most powerful, the most feared and respected by others, and the most secure in every right of person and property among themselves. And this truth will be ten-fold more manifest in

the future than it has been in the past. The very right arm of all future national power will rest in the education of the people."

We have said that our aim should be at least a nine months' school for every child in the State. We have said that the child of to-day is entitled to equal consideration with the child of to-morrow. Indeed, the best education of the child is the education of the parent. The sooner, therefore, we realize our ideals and obtain the true dignity which belongs to us in the community of modern states, the better it will be for Alabama. Let us therefore resolutely face the issue, admitting to ourselves that we cannot have anything worth while unless we are willing to pay the price—realizing for ourselves that it has paid the people of other states to spend money and yet more money upon the education of their children. They do not find it a burden. They have found it the best investment they could make.

An appropriation from the State treasury of \$1,000,000 per annum, in addition to all other amounts now appropriated for the benefit of elementary education in this State would not enable us to reach the goal which we seek, and yet it would help. It would remove the reproach of four months' schools in a large number of our counties. There are counties in this State in which negro schools are limited to two and one-quarter months. There are white schools taught less than four months by a third grade teacher. What little the children learn in term time is forgotten in the long vacation, and instead of going ahead, they travel a circle. Much more than one-half of our white children never go beyond the fourth grade—an educational equipment utterly inadequate to their needs. We ask this State, out of its present and anticipated revenues, to give to the uttermost to this purpose—to give until it hurts if needs be. Better for the State to owe a small debt than to bear a larger burden of ignorance upon

its back. We shall all hail the day when business men and business organizations are coming to our State Capitol not in opposition but in support of those revenue measures necessary to promote the progress and well-being of our State.

When the State has done all that it can under existing limitations, the people themselves should have another charter of liberty granted to them and, by constitutional amendment, they should be permitted in their discretion to say how much more they are willing to pay for this purpose. We do not deny the principle that a limit should be put upon taxation, but we say that the limit should not be too small. In our judgment, the present limit should be raised, at least, to five mills for the county, and to a like amount for the districts, and we so recommend. We call upon the people with as loud a voice as we can command, to exercise their rights under the recently enacted constitutional amendment, and vote district taxation in all of those communities where an appreciable amount can be raised, and in particular, where consolidated schools and junior high schools should be established.

In conclusion, we wish to record our deep appreciation of the able and untiring assistance rendered to us by the Honorable Spright Dowell, Superintendent of Education, and his entire force. They have done everything for us that could be done, and they have been of invaluable assistance.

ALABAMA EDUCATION COMMISSION,

SYDNEY J. BOWIE, *Chairman,*

A. H. CARMICHAEL,

J. E. DUNNAWAY,

R. H. McCASLIN,

GEORGE H. LANIER,

W. E. DICKSON, *Secretary.*

LEGISLATIVE PROGRAM

It will be of interest to state that within six weeks after the Survey Committee had made its report the school code had been drawn up and after some days' study by the Commission, during which each article was read, section by section, and suitable revision recommended, a new draft was made and introduced in both houses of the Legislature. The course of the bill in both houses was somewhat difficult, but due to the wise and untiring leadership of Senator A. H. Carmichael and Representative W. E. Dickson, Chairman of the Committee on Education in the Senate and House, respectively, the code was enacted into law substantially as it had been drafted. The notice it has received, the numerous letters of inquiry and commendation from various sections of the country, and with all the significant changes made, leave no doubt that a most memorable piece of constructive educational work has been accomplished in Alabama.

Before speaking about the contents of the code, just praise should be given to Commissioner Claxton and the United States Bureau of Education for the thorough and comprehensive manner in which the Alabama study was conducted. The full import of this statement can best be understood by reading the Survey report. One instance of efficiency which characterized the work, which was typical, should be cited, namely, the printed copy of the survey of more than 500 pages was ready to be placed in the hands of each legislator some days before the resumption of work the second week in July. The State owes Commissioner Claxton and his staff, all of whom served without pay, and to those called in to round out the Bureau staff, genuine gratitude. Proper recognition should also be given the General Education Board for its sympathetic help and for a substantial appropriation which made it possible for the Education Commission to take

care of certain expenses that either were not properly chargeable to State funds or at least might have occasioned unfair criticism.

SUGGESTED LINES OF IMPROVEMENT.

According to the survey the outstanding needs of Alabama educationally were summarized as follows:

First, greatly increased school support.

Second, more efficient administration and supervision.

Third, better adjustment and coordination of all teaching agencies.

In considering the first recommendation it should be kept in mind that although Alabama has been giving a relatively larger proportion of her State funds to education than have the other states of the Union, almost without exception, our Constitution, which was written with other issues than education paramount, effectually tied the hands of each county or local unit as far as self help through taxation was concerned. The Legislature of 1915 had, it is true, made it possible, through the submission of a constitutional amendment, for each county to levy a three mill tax, for each school district within any county levying a tax to do likewise, and the people had shown their willingness to respond since 65 of the 67 counties as units and a number of school districts in at least thirty counties had already levied the three mill tax for school purposes.

Any decided impetus that the schools might hope to get from these taxes, however, was largely counteracted by the tremendous advance in the cost of living. The truth is that but for this self help the results during the last two years would have been little short of calamitous.

CONSTITUTION VS. PRACTICE

It is a singularly pathetic thing that although the Constitution of Alabama states in unequivocal language that

a special tax of thirty cents on each one hundred dollars worth of taxable property, which the Legislature shall levy, shall be applied to the support and maintenance of the public schools, a sixty per cent valuation is authorized by statute, and this in turn is lowered by lax machinery and an indifferent public conscience to less than a twenty-five per cent valuation. To put it more concretely, the real value of taxable property in Alabama is more than three billions of dollars, but it is actually assessed at less than seven hundred millions of dollars. Just here lies the explanation in the main of the meagre per capita amounts which Alabama has been able to invest in public education as compared with other states.

The disparity of educational opportunities in Alabama, therefore, made it clear that new sources of revenue must be tapped if Alabama is to do more than lag. With a clear grasp of the situation and an intelligent understanding of all the elements entering into the problem made possible through the survey, the leaders of thought in the State were ready for the forward movement and Governor Kilby, who had sensed very keenly the educational situation and the need for bettering it, proposed a revenue measure that was framed for the purpose of giving substantial relief, making possible a wise program of expansion, and at the same time providing for an equitable distribution of the burden.

After a warm and extended fight the revenue code was adopted by the Legislature, and, while it does not guarantee all the funds needed for a great and growing State's immediate development, it does guarantee relief for all of her most important interests and registers a long step toward the provisions of adequate revenue and presages the time when the wealth of the State shall be taxed to educate the children of the State.

As a result every institution of higher learning received a substantial increase in the amount of its annual

appropriation, as well as a modest appropriation for building and equipment. In the case of the elementary schools, since, as has already been stated, one-half of the State's revenue goes to elementary education in accordance with the Constitution and the public school funds of sixty-five of the sixty-seven counties had been practically doubled within the last three years through local tax levies, and for the further reason that all of the remaining appropriations from the State treasury for institutions of higher learning, secondary schools, and a number of special appropriations must come from the other half of the State's revenue, it could not be expected that the Legislature would make any very large direct increase. But more money was absolutely necessary and two avenues of help were therefore considered:

SOURCES OF ADDITIONAL REVENUE

First, a constitutional amendment opening up the right of local taxation.

Second, the provision of such machinery as would guarantee a fair assessment of property.

Since the latter alternative was the most direct, as well as a just method of securing relief, it was adopted. This means in effect that the elementary schools of Alabama for the year 1919-20 will have to content themselves with a per capita increase of a little more than thirty cents per pupil in addition to such increases as will come from local taxes already voted. It is certain, however, that the machinery which the Legislature has provided for raising revenue will bring substantially increasing returns for each succeeding year. From the civic standpoint a great victory has been won in that the spirit of the Constitution will be more nearly complied with, while from the economic standpoint the increased revenue will mean that the schools will be enabled to function with increasing efficiency.

The second recommendation, namely, more efficient administration and supervision, necessitated a radical change in the school laws, in fact, seemed to make a new school code necessary. For years it had been a current saying that the school laws in Alabama are a patchwork. This was necessarily so because we have had no State Board of Education and since under our Constitution no superintendent can serve for a longer term than four years, each change in the office brought a new man with at least some new ideas. It was quite logical, therefore, that the new man would place the point of emphasis upon such measures as might be considered immediate. The Legislature meets at the beginning of each new State administration, and as a consequence school legislation must be decided upon at the very outset of each new superintendent's term of office if he hopes to accomplish much while in office.

NEW SCHOOL CODE

The Legislature of 1919, however, was unique in that the long recess period which was to intervene between the sessions gave opportunity for a systematic and scientific investigation of our school machinery, and for the further reason that the public mind, because of the new emphasis which education had received as a result of the war, was much more susceptible to radical changes. The play of circumstances, therefore, made a new school code the logical aim of the educational forces of the State, and the splendid support of Governor Kilby, and the careful work of the Education Commission made its enactment into law possible.

STATE BOARD OF EDUCATION

The most fundamental and far-reaching change in the code is the creation of a State Board of Education. Hitherto an independent board for each and every school

agency has been the rule, the total number of board members in the several groups aggregating more than one hundred. It could not so much as be expected under such a multiplicity of governing bodies that there would be any concert of effort, and in actual practice it was quite frequently the case that the interests of one board were stressed, while the interests of another board were for a time somewhat under-emphasized.

The creation of the State Board of Education will have the effect of restoring perspective, as well as of coordinating our various educational activities and agencies. It is an occasion for wonder that in the creation of boards, the public schools alone were overlooked for so long a time. Just why the most important educational work in which the State engages should have been left to the direction of a single individual who could not serve for more than four years admits of no satisfactory explanation. To that fact, however, should be attributed the criticism heard in certain quarters about so-called "ring domination." It is likely true that there has been but little, if any, foundation for such criticism and yet the effect has been such as to retard educational progress as well as to lend color to the charge that the administration of the schools is too academic. Under the new code, therefore, it was natural that the creation of the State Board should be the beginning point, and that all the other machinery should be constructed in such a way as to fit in with this fundamental idea.

The State Board of Education is composed of eight members, the Governor and the State Superintendent of Education ex-officio, and six others appointed by the Governor and confirmed by the Senate. The terms of office are for twelve years, with the terms of two members expiring every four years. This insures stability and will serve as a safety valve at each change of administration.

Another strong point of the Alabama law is the fact

that the appointive members must be laymen of conspicuous ability and known for their sound judgment and success. No more significant or constructive school measure was ever enacted than the creation of the State Board of Education, and Governor Kilby fully complied with the spirit and letter of the new code in nominating the members of the Board for terms expiring as indicated:

1931—Hon. A. H. Carmichael, Hon. Geo. H. Lanier.

1927—Hon. L. B. Musgrove, Hon. A. L. Tyler.

1923—Mrs. T. G. Bush, Dr. D. T. McCall.

One duty of the State Board should receive special mention, namely, the use of the Revolving Fund, which amounts to One Hundred Thousand (\$100,000) Dollars for the year beginning October 1, 1919, and the One Hundred Fifty Thousand (\$150,000) Dollars for each succeeding year of the quadrennium, Fifty Thousand (\$50,000) Dollars of the fund each year being conditioned upon the approval of the Governor. The amount of the fund is meagre as compared, for example, with the four million dollar appropriation made for a similar purpose by the Legislature of Massachusetts. It is, in fact, however, one of the most far-reaching steps which the Legislature could have taken. For years there has been a growing feeling that the educational opportunity in Alabama is all too variable, but it has been impossible to arrive at a different basis of apportionment because of the fear of the Black Belt representatives that their schools might suffer if any change were adopted.

The law providing for the Revolving Fund, however, shows that a wholesome public sentiment is developing for the equalization of educational opportunity throughout the State since it specifically enjoins that eighty per cent of the total shall be expended for lengthening school terms, or otherwise bettering conditions in rural schools.

It is not possible to forecast what the policy of the State Board will be, but undoubtedly aid will be granted

to the counties where the terms are shortest, with the proviso that they shall levy the maximum local tax possible under our present statutes. What should be kept in mind is that the State of Alabama is definitely committed to the policy of finding new means of helping give the boys and girls in the poorer counties reasonable educational opportunity.

The third recommendation—namely, better adjustment and coordination of all teaching agencies was also a matter of legislative concern. The creation of the State Board of Education, to which reference has just been made, was supplemented by the creation of a State Council of Education, the object of the council being to coordinate and allocate the work of the University, the Alabama Polytechnic Institute, and the Alabama Technical Institute and College for Women, in so far as this authority could be granted under our Constitution.

One of the most hurtful obstacles to the progress of public education has been the duplication of work and effort in certain institutions of learning, the undue rivalry which naturally grew up where the fields of work overlapped, and a resultant effort on the part of the friends of one institution to secure larger appropriations for their own institution and to keep down appropriations for the other institution. This has meant nothing more nor less than the lowering of the efficiency of each institution, a discount of popular favor, and a constant emphasis upon selfish rather than social interests.

What the State Board of Education is to accomplish in unifying the work of the schools which are under its surveillance is likewise to be accomplished for the institutions of higher learning through the State Council of Education. The membership of the Council is to be as follows: the Governor and the Superintendent of Education, ex-officio, two members of the State Board of Education, the president and one member of the Board of

Trustees of each of the three institutions of higher learning. It would seem, therefore, that so far as legislation is concerned, everything has been done that our Constitution makes possible to integrate the schools and school boards of the State, and to give them such contact and direction from the outside as will guarantee a sane and practical educational program.

REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION

What has been said with reference to the State Board of Education, which is fundamentally the beginning point and the basis of the reorganization provided under the new code, can also be said about many other measures which likewise represent decided improvement over the old order. The State Department of Education is enlarged and strengthened to a marked degree. The work of the Department is classified and a head of each division with a suitable number of assistants is provided for. The ten divisions are as follows:

1. Executive and business management.
2. Teacher training, certification and placement.
3. Statistics.
4. Rural schools.
5. Elementary schools.
6. Secondary education.
7. Physical education.
8. Vocational education.
9. Exceptional education.
10. School and community betterment.

The above orderly arrangement will not only make possible the proper distribution of the work of the State Department of Education, but will also insure prompt attention to immediate problems and careful planning for the future. It also carries with it a reasonable increase in the number and serviceableness of the department staff.

In the provision for teacher training, placement, statistical work, physical education, vocational education, exceptional education, and school and community betterment, steps have been taken that will keep Alabama abreast of the times, while in the matter of certification the old law is made much more plastic, and far greater emphasis will be given to professional training and fitness, and considerably less to the mere passing of a State examination.

CERTIFICATION

In the future no person can legally hold any educational position, elementary or secondary, who does not hold a State certificate. It will not be wise to change too abruptly from the old basis of certification to the new, but this can be done in a reasonable time, and in such a way as to make for better trained teachers for the work to be done and this will be supplemented by a placement bureau which is now an integral part of the Department of Education. It is contemplated that this service, which has become so necessary because of the dearth of teachers, will furnish dependable information to superintendents, school boards and trustees.

STATISTICS

The collection and interpretation of statistics is another feature for which specific provision has been made. This division will be charged with the responsibility of preparing the forms which are to be used in submitting the reports of county, city and state boards of education, and the records in Alabama will be made to conform as far as may be practicable with those of the United States Bureau of Education. At the head of this division will be a technically trained man, which means that a scientific study will be made, both of the material to be collected,

and of the use to be made of it. We can therefore hope to bring experience to bear upon our future problems in a scientific way. The head of the statistical division will also be charged with the responsibility of editing all the publications of the Department, a much-needed service.

ELEMENTARY AND SECONDARY SUPERVISION

The addition of specialists in primary, elementary and secondary education also marks an innovation. The only supervision of secondary schools up to the present has been voluntary on the part of the University and the Alabama Polytechnic Institute, the General Education Board supplying the inspector for the University, and the institution itself providing one for Auburn. These men have rendered the State good service, but it has lacked the coordination and intensity that might have come from going out directly as representatives of the State Department of Education. Quite naturally, neither man could lose sight of his institutional connection. The State Department will now have its own supervisor of secondary education, and the General Education Board has agreed to transfer the secondary school man at the University to the State Department of Education, and to add a teaching professor of secondary education at the University. This will give the Department two full-time supervisors of secondary education, a much-needed assistance.

Likewise two specialists in elementary education are to be added to the staff, one in primary work and the other in upper elementary grade work. The timeliness of these changes will readily appear when it is recalled that the new code makes provision for reorganizing our 7-4 courses of study of long standing on the 6-3-3 plan, that is, a six-year elementary school, a three-year junior high school and a three-year senior high school to take the place of our seven-year elementary school and four-year

high school. Such a reorganization necessitates the best thought and effort of technically trained specialists with broad experience. Alabama is pioneering the way for this reorganization in the Southern States and to some extent for the country. The best thought of the day and the best practice in the states where education has made the greatest advances warrant the proposed reorganization. The Department will have on its staff some eight graduates of such institutions as Columbia, Harvard and Chicago, who will be set to work on the problem. Here, too, it will be the part of wisdom not to proceed too rapidly, but from the attitude which is being shown by city and county superintendents, it seems safe to predict that we can proceed with this work in Alabama with reasonable rapidity and with the assurance of hearty cooperation.

PHYSICAL AND HEALTH EDUCATION

Another step authorized under the code is the provision for the direction of physical and health education. The pitiable physical record of our men before the draft boards where it was shown conclusively that one man out of every three was unfit for full military service, has shown to the whole country one of the glaring defects in our scheme of education, and it is significant that the more progressive states, without exception, have or are making specific provision to remedy the defect. The division of physical education will also fulfill a very valuable service in coordinating the work of the State Department of Education with that of the State Boards of Health and of Child Welfare.

EXCEPTIONAL EDUCATION

The division of exceptional education was created to take over the work as begun under the direction of the

Alabama Illiteracy Commission and to make specific provision for continuing to wage an active campaign for wiping out illiteracy in the State. The work of the Alabama Illiteracy Commission though dependent upon voluntary support was of such consequence as to justify the Legislature in making an appropriation for this work. This division will also provide definite machinery for cooperating with the Federal government in the event any of the related measures pending in Congress are enacted into law. It will also have the oversight of the educational work in all child-caring institutions.

SCHOOL AND COMMUNITY BETTERMENT.

The school and community betterment division was provided to reinforce the work of the voluntary organization heretofore styled the State School Improvement Association. The Alabama Federation of Women's Clubs deserves the everlasting praise of the people of the State for the fine service rendered, both in initiating and supporting the school improvement work for a number of years. It has seemed to some of the leaders that the time has come when this work should become an integral part of the National Congress of Mothers and Parent-Teachers Associations. This organization is quite active in most of the states, and works in complete harmony with the plans and policies of the United States Bureau of Education. Under the new plan a representative of the National organization who has recently done a phenomenal work in Kentucky in organizing the Parent-Teacher work there will come to Alabama at the beginning of the new year to promote the work here. This agency will prove a strong ally to the schools, and like the work of the State Board of Education, will tend to give an outside interest and support that are invaluable in any scheme that looks toward the socializing of education.

COUNTY AND CITY BOARD OF EDUCATION

The same definiteness of organization and function which were provided in the case of the State Board of Education and the State Department of Education were likewise marked out for county and city boards of education, and for county and city superintendents of schools. The relations of the State Superintendent and State Board, of the county superintendent and county board, and of the city superintendent and city board, are all set out in a logical way, and there is but little room for misunderstanding or conflict. The powers and duties of city and county boards are precisely the same with one exception, namely, the county board still has the right to apportion the public school funds to the entire county, including the cities. When it is remembered, however, that the voters of the entire county elect the members of the county board, it will be seen that any danger of exploitation is practically nullified. The members of the board being responsible to the voters of the city as well as to those of the county, will not, it is believed, overlook the constitutional mandate which specifically enjoins that the public school funds shall be so apportioned as to provide school terms of approximately equal length throughout the county.

Under the present law, an independent city district is a town of two thousand or more inhabitants, according to the last or any succeeding Federal census, provided that any town of one thousand or more inhabitants, according to the last or any succeeding Federal census, may, if its board of mayor and alderman or commission shall choose, elect a city board of education to exercise all the rights and privileges of an independent city district.

From the system which prevailed before 1915, in which the district trustees played so large a part, to the system made possible by the change at that time which centered

the management and control of the schools in the county board, it appeared that not enough opportunity was left for local initiative and therefore a feeling had grown up apace that the people themselves were not given quite the recognition they should have to insure their active interest and support. This lack of local participation and the desirability of giving proper recognition to it was further emphasized by the levy of the district tax which invariably aroused the interest of the community and made for a school spirit which had hitherto been wanting.

Under the new law, the essential powers of the county board are preserved. The office of county superintendent is left appointive and the county board may go anywhere to find the right man. The superintendent, too, has the power to nominate all assistants, and to assign to them their duties, but the school trustees may veto the selection of the teacher. They also have charge of the school property, fix the amount of incidental fees, and direct community activities.

SOME GENERAL PROVISIONS OF THE CODE

The experiences of the last three or four years had demonstrated too that in some few instances the local tax provisions of the law do not work satisfactorily—one of the greatest defects being the lack of specific authority to issue school warrants and thereby pledge the proceeds of future years for present development. Under the code, these inconsistencies have been removed, more direct methods have been provided, and a more equitable and helpful operation of the law assured.

Another substantial feature of progress is embodied in the provisions of the article on school attendance. The objectionable exemptions which made the enforcement of the law difficult have been removed. The term begins with the opening of school and extends throughout the entire period unless otherwise permitted by the State

Board of Education. The present law, too, is in complete harmony with the child labor law, and the only reason for failure to enforce it in the future is the lack of the proper conception of duty on the part of school officials and the courts.

Similar lines of improvement might be indicated by reciting the contents of the twenty-five or thirty remaining articles of the code. Since the published laws are available in convenient form, the discussion may be discontinued here with the general statement that the scope and purpose of each educational agency has been more clearly defined, more liberal appropriations have been made, and modern school machinery has been set up.

PUBLIC SCHOOL STATISTICS

POPULATION

The apportionment of the public school funds to the several counties is based upon the school census which under the law is taken each even numbered year. The Constitution makes it the duty of the State Superintendent of Education to apportion the State funds to the several counties on a per capita basis, and the statute specifically enjoins upon the county board of education the duty of so apportioning the funds to the several schools in the county as to provide terms of approximately equal length. For years the custom prevailed in some localities and in some counties of padding the returns so as to insure a relatively larger amount from the State treasury than was equitable. The traces of this unfair advantage still linger in a few instances, but the custom is fast disappearing, and with the new machinery provided by the Code of 1919 the abandonment of the custom altogether seems quite likely. The conscience of the State certainly will not permit such a species of fraud to continue.

According to the census of 1918, there are 769,805 children in the State between the ages of seven and twenty-one. Of these 454,478 are white and 315,327 are negroes.

ENROLLMENT

There was a total enrollment in the public schools for the year 1918-1919 of 363,196 white, and 152,329 negro children, a decrease of 12,628 and of 37,921, respectively. On the percentage basis, the enrollment for whites was 80, and for negroes, 49. It must be kept in mind that these figures do not represent the actual enrollment of pupils falling within the school ages. The nine district agricultural schools, the fifty-seven county high schools, the numerous private, denominational and parochial schools and the various institutions of higher learning all have on their rosters pupils who have not yet reached the age of twenty-one. Even after due allowance is made, it will be found that ten per cent of the white boys and girls of school age and thirty per cent of the negro boys and girls of school age in Alabama did not enter school during the year.

One of the most unfavorable conditions shown by the figures for enrollment is the substantial decrease in the case of both white and negro pupils. This cannot be explained, however, in terms of decreasing interest on the part of the public or growing laxity on the part of school officials. The explanation is due rather to the fact that more than 500 white schools and a like number of negro schools could not open during the entire year for lack of teachers. There are evidences that the shortage will still continue to be felt during the new year, but not so seriously as heretofore. The Legislature has given the State Board of Education abundant latitude in the matter of certifying teachers and it is quite probable that most of the schools will be supplied, even though there will of necessity be a somewhat lower quality of teaching. Since

school children learn much from each other and by their own efforts it is undoubtedly better to keep the schools open. Perhaps, too, the habit of attending school is of some worth per se.

ATTENDANCE

The average attendance for the white schools was 223,481 and for negro schools 94,144, a decrease of 11,912 in the case of whites, and 8,154 in the case of negroes compared with the corresponding figures for the preceding year. This falling off in attendance is to be accounted for by the prevalence of the influenza epidemic which visited every county in the State, and necessitated the suspension of the schools for from one to three months. It is further accounted for by the decrease in enrollment which resulted from the inability to find teachers to open schools.

As compared with enrollment, the figures for attendance are slightly more favorable, the percentage of attendance for the white pupils being 65 as compared with 63 for the preceding year. In the case of negro pupils in attendance based upon enrollment, the percentage was 62 as compared with 54 for the preceding year. Despite the fact that the influenza epidemic swept with such force over the entire State, it seems certain that compulsory attendance legislation is having a wholesome effect on school attendance.

The compulsory attendance law became effective in Alabama in 1917 and has therefore not had a fair opportunity to demonstrate its worth. The defects of the old law have for the most part been removed by recent legislation, and the outlook is promising for an increasingly effective enforcement of it. There are two obstacles which are yet to be removed: in the first place, school facilities are inadequate in a large number of localities and in the second place, the public conscience has not been sufficient-

ly aroused either to the value of an education or to the duty of conforming to the law. The ill effects of winking at a violation of the compulsory attendance statute, and of any statute as for that matter, is too serious a problem to be allowed to escape the most careful attention of school officials. With increasing revenues, with new demands for better educated citizens, and with good legal facilities for requiring school attendance, must grow the recognition on the part of the public that the responsibility for the enforcement of the law in any community is one that no honest citizen can dodge.

LENGTH OF TERM

The length of the school term for whites was 123 days in rural districts, 171 days in urban districts, and 124 days for all schools combined. In the case of negro schools, the average length was 86 days in rural districts, 160 days in cities, and 89 days for all school combined. We cannot look at these figures without recognizing that rank discrimination is shown in the amount of educational opportunity which is provided for boys and girls in the country as compared with the boys and girls in the city, of the boys and girls of Alabama as compared with the boys and girls of the United States, of negro boys and girls as compared with white boys and girls.

The real inequalities right here in Alabama are more than glaring when the figures for the several counties are examined. In the case of Marion county, the length of the term in white schools was only 80 days, while in the case of Montgomery county, the length of term for rural schools was 175 days. The conditions in these counties represent extremes, it is true, but between them are all shades of inequalities which cannot fail to be recognized. It is difficult to conceive that there can be any justification of a system which makes it possible for boys and girls in one county to receive more than twice as much in

the way of educational opportunity as is provided for the boys and girls in another county. As another evidence of our short-sightedness the records show that in twenty-three counties the average school term in rural districts is less than six months.

The problem of relief is a difficult one. The levy of the local tax in school districts will make it possible to increase the length of the school terms to an appreciable degree, and the State Board of Education with the aid of its revolving fund will also make it possible to assist the more needy counties that have done all that the law allows in the way of levying taxes. The increasing legislative appropriations will bring still further relief, but the real avenue of promise lies in making the tax values in Alabama approach actual values. The people of the State owe it to their children to give them a fair chance to prepare for useful and productive citizenship and this will require ever increasing sums of money. In the case of both whites and negroes the evidence is overwhelming that they will be a weight to hold us back and perhaps to drag us down if we do not do a better part for them. The welfare, health, wealth and morals of the State will always be low so long as educational opportunity is scant.

NUMBER OF SCHOOLS

The total number of schools taught during the year was 4,596 for whites and 1,863 for negroes. These numbers represent a decrease of 166 and 144, respectively, as compared with the preceding year. Such results are not to be wondered at in the light of conditions, and unquestionably corroborate the conclusion already stated with reference to enrollment and attendance.

NUMBER OF TEACHERS

The figures show that there was an actual increase of 49 in the number of teachers employed in white schools,

and a decrease of 169 in the numbers of teachers employed in negro schools. At first thought the number reported for white schools would seem to contradict the statement already made with reference to the scarcity of teachers. This seeming discrepancy, however, is accounted for by the fact that an unusually large number of teachers quit teaching during the year or changed from one position to another. The prospect of an increase in salary was a temptation which quite a few teachers could not resist, and not infrequently superintendents were found bidding against each other. The creation of a Placement Division in the Department of Education will make it possible to systematize the selection of teachers and to encourage an ethical regard for contracts, while the awarding of certificates upon the basis of scholarship and experience will tend to standardize salaries, and thereby prevent the abnormal tendencies and practices of the past year.

One of the most significant things about the statistics for teachers is the decrease in the number of men. In 1917-18, there were 2,025 men employed in the public schools, but in 1918-19 the number dropped to 1,689. In the case of women there was an increase for the same years from 7,025 to 7,410. Among negroes, the number of men decreased from 608 to 514, while the number of women remained practically constant. We may be inclined to explain these conditions as a result of war, but the facts show that they represent a tendency which has been steadily growing for some years. The school is a democratic institution, but it is clear that it cannot continue so unless the proportion of men abandoning teaching or using it as a temporary stepping stone can be arrested and more added to the craft. No matter what the cause of this unhealthful tendency may be, the State owes it to itself and to the children to find some way to attract and hold a reasonable number of men in the work of teaching.

SALARIES OF TEACHERS

The salaries of the public school teachers for the year totaled \$4,079,615 for whites, and \$558,878 for negroes, a 10% increase in the case of the former, and a 17% increase in the case of the latter as compared with the corresponding figures for the preceding year. It is a very striking, though not a very gratifying thing to call attention to the salaries paid teachers. In rural schools the average salary of each white male teacher was \$470, and of each female teacher \$312 for the year. The corresponding figures for city teachers were \$1,345 and \$698, respectively, while the combined averages were \$520 and \$370, respectively.

In the case of negroes, the average salary of rural school teachers was \$178 for each male and \$180 for each female teacher. In city districts, the corresponding figures were \$602 and \$386 respectively, while the average for the State was \$222 for each male and \$222 for each female teacher. The salaries in every instance, except the average for female teachers in white rural schools, show an increase over the corresponding figures of the preceding year, but in view of the increased cost of living, one cannot fail to see that the pay of teachers is all too slender and more money must be expended on instruction if better teachers are to be had.

CERTIFICATES HELD

Of the 9,099 white teachers employed in the schools during the year, 8,948 held certificates as follows:

Life	1,191	13%
First	2,230	25%
Second	3,197	36%
Third	2,330	26%

The percentage of white teachers in rural and urban schools holding the several grades of certificates were as follows:

	<i>Rural</i>	<i>Urban</i>
Life	10	32
First	22	37
Second	38	24
Third	30	7

The 2,525 negro teachers employed in the schools of the State held certificates as follows:

Life	102	4%
First	49	2%
Second	643	25%
Third	1731	69%

Classified according to the grade of certificate held, the percentages in rural and urban schools were as follows:

	<i>Rural</i>	<i>Urban</i>
Life	3	9
First	1	6
Second	20	50
Third	76	35

The above figures reveal some significant facts:

1. The percentage of teachers holding life grade certificates is three times as great in urban as in rural districts and the percentage holding first grade certificates twice as great in urban as in rural districts.

2. The percentage of rural teachers holding second and third grade certificates is more than twice as great as the percentage of urban teachers holding the lower grades of certificates.

3. Seven out of ten white teachers in the cities hold life or first grade certificates, while only one out of three of the teachers in rural districts holds a life or first grade certificates.

4. Seven out of every ten teachers employed in negro schools hold third grade certificates.

It will be noted that in the figures given for white teachers, there is a discrepancy in the number holding certificates and the number teaching. This is explained by the fact that the teachers of special subjects in the high schools, which are not comprehended within the first grade examination, are not required to hold State certificates.

It is perhaps true that the poor showing as to qualification of teachers is due in part to the fact that the grades of certificates are based upon subjects with which teachers in the elementary schools are not familiar, or do not feel the need for keeping fresh upon, and many of them have applied only for third grade certificates simply to comply with the law. With the increasing emphasis which the Department is trying to develop among superintendents and boards on scholarship and experience, and with the ample provision in the law for granting certificates, testing the applicant's knowledge in the special field in which he is to work, and with the further recognition that is being given to professional work in normal schools and colleges, the outlook in Alabama, though still far from satisfactory, is much more hopeful.

PUBLIC SCHOOL PROPERTY

The schoolhouses and sites are valued at \$10,451,950 for whites and \$1,326,128 for negroes, an increase of more than a million dollars in the case of the former and of more than \$300,000 in the case of the latter. The value of the schoolhouses and sites in the 46 cities of the State is substantially the same as that for all the rest of the State in the case of whites, and one-half so great in the case of negroes. The value of school furniture is one-half as great in the cities as in the rest of the State for whites, and in the case of negroes substantially the same in the cities as in the country. In the matter of teaching equipment and supplies, the property of the cities is valued at

one-half as much as that of the rural schools in the case of whites, and one-third as much in the case of negroes.

When we recall that more than four-fifths of the people of the State live in rural districts, we can see the disadvantage under which the boys and girls of the country must work. If, as is known, the cities have buildings and equipment that are less than ideal, and in many cases unsatisfactory, what must be the condition in the rural districts?

The average value of school buildings for whites, including sites in 46 cities of the State, is \$104,096. The average per capita investment in school property in the city is \$77 per white pupil, and in the rural districts, it is less than \$19, the corresponding investment for negro pupils being \$15 and \$7.50, respectively.

A casual study of the figures for school equipment will show that the discrepancy is quite as great as in the case of buildings and sites. To help remedy these conditions the State of Alabama appropriates annually the sum of \$134,000 for aid in the erection, repair and equipment of school buildings in rural districts. This means the erection of a few buildings that are modern in every county each year, since the communities must raise at least two dollars for every one they receive from the State and in actual practice do raise from seven to eight times as much. It is to be hoped that as the tax values increase and the assessed valuation is brought up at least to the statutory requirements, the district taxes will make it possible to provide a modern school building wherever boys and girls are to be taught.

PUBLIC SCHOOL FUNDS

The total of all funds expended upon the schools for the year was \$7,258,398, a million and one-half dollars more than for the preceding year. This is a substantial

growth, and is the direct result of local tax levies. Of this total, \$5,092,100 was expended on rural schools, and \$2,166,298 on city schools. The per capita expenditure for all purposes on each city child enrolled was \$23.91 as compared with \$11.98 for each rural child. Of the total amount expended, \$179,945 came from matriculation and incidental fees, while \$174,235 were paid as supplements. The amount of fees and supplements collected during the year 1917-18 was \$371,709, or approximately \$18,000 more than in 1918-19. It is generally conceded that supplements should not be required of any pupil and the law specifically provides that only a reasonable fee to cover incidental expenses can be demanded. It is further stipulated that the proceeds of incidental fees shall be used for such purposes as the provision of heat, crayon, insurance, and the like, but are not collectible for the payment of teachers' salaries. The school code also provides that the collection of fees shall not be allowed to interfere with school attendance during the compulsory attendance period. We are steadily approaching the time when education in Alabama will be absolutely free.

LOCAL TAXATION

The long deferred right of local taxation made possible by the constitutional amendment of 1915 and operative two years later has proven one of the greatest boons that could have come to the State. Without this privilege the schools could never have continued their work during the vicissitudes of the war and the financial conditions which resulted. The zest which the people have shown in levying the taxes is indicated by the fact that 65 of the 67 counties have already levied it, and one of the remaining two, Cleburne, will vote upon it in the near future. The contest for last place lies between the counties of Cleburne and Lowndes, and the indications are that Lowndes County within a few weeks will be the only county in the

State that has not embraced the opportunity to provide better schools through their own efforts.

The time has now come when the emphasis must be placed upon district taxation. With but little effort thirty counties have voted the tax in one or more districts, and with such attention as will be given to this phase of the problem in the future, there is no doubt that most of the districts in most of the counties will in the course of the next two or three years be deriving a substantial portion of their revenue from this source.

Alabama began with the State tax and is proceeding downward to county and then to the district as the taxing unit, taking care to preserve a fair ratio among them. This course may have retarded educational progress in the past because of the lack of local interest and support which naturally followed because of the larger unit which was necessarily more or less abstract. Be that as it may, the time is approaching and the results already achieved justify the prediction that the levy of the local tax in the local school districts will intensify the interest that the people have in the schools in a most desirable way. We will then be ready not for another constitutional amendment, but for a new constitution. The schools will be emancipated and education in Alabama can become as well established, financially and otherwise, as it is anywhere in the world.

STATE AID IN THE ERECTION, REPAIR AND EQUIPMENT OF RURAL SCHOOLHOUSES

Under our present law, the annual sum of \$134,000 is available from the State treasury for the erection, repair and equipment of schoolhouses in rural territory—that is, in all schools under the control of the county board of education. The sum of \$2,000 is set aside annually for each county and for each year of the quadrennium an additional sum of \$87,500 is appropriated in lieu of the

unexpended balances which had accumulated at the close of the last quadrennium. The law also authorizes the State Superintendent to set aside a reasonable sum from this appropriation to be used for the employment of an architect and inspector of school buildings and for necessary incidental expenses. After this deduction is made and the remainder apportioned among the 67 counties, the total fund for each county, including the \$2,000, becomes approximately \$3,175 for the year. For the remaining years of the quadrennium, the apportionment to each county will be increased by one sixty-seventh of the amount of the unexpended balances for the preceding year. The unprecedented rise in the purchase of all building materials has seriously hampered the work, but the report show that during the last three months of the year represented by this report, and after the ruling of the War Industries Board had been removed, more aid was granted than ever before in any one year.

Under the present law, more liberal aid is available than formerly. The maximum for any project is now \$2,500 provided the community erects as much as a five-room building, including a workroom and auditorium, and installs suitable equipment. Proportionate aid is granted for buildings with fewer rooms.

One of the chief defects in the law heretofore has been the lack of provision for inspection. It has been necessary to intrust this for the most part to the county superintendents. This has not worked satisfactorily either to the State Department of Education or to the superintendents themselves. With the provision for an architect and an inspector, it will be the policy of the Department to relieve county superintendents of the burden of inspection. This will mean that reasonable and uniform requirements will be demanded and that these will be enforced by withholding the release of the State warrant until the proper conditions have been met.

Coupled with the local tax privilege which is to be exercised by school districts and definite provision for pledging the returns of tax levies for the issuance of interest bearing warrants, it is but a question of time when the rural districts can be provided with buildings which, though not so commodious or pretentious, will be just as modern and sanitary as those to be found in the cities. The magnitude of the work during the past year may be gathered from the statistics contained in the report of the Rural School Agent on pages 117 to 120 of this report.

RURAL SCHOOL LIBRARIES

A legislative appropriation of \$100 is set apart for each county annually for aid in establishing libraries in ten schools in as many rural districts. The new code also provides that county high schools may avail themselves of this privilege. Under the plan any school may raise \$10 and this will be matched by the county board of revenue or board of education. Upon receipt of the proper certificate, a State warrant for \$10 will also be made available. Under the law the State Superintendent, with the assistance of the State Director of Archives and History, prepares a well-graded and selected list of libraries with special concessions in prices from which the purchases are made.

There has been some complaint in the past that the books have been wasted or stolen because of the failure in the part of teachers and school trustees to take the proper interest in preserving them. To obviate this criticism, and to make it possible to give the books the widest circulation, the new code provides that county boards of education may buy the libraries and have them circulate under the direction of the county superintendent from his office. No county in the State has availed itself of the library privilege quite so whole-heartedly as Jefferson. Every possible library has been taken by this county and

the Board of Revenue has appropriated \$50 instead of the necessary \$10 to each school qualifying.

Specific information about the libraries and the plan for securing them is contained in the Alabama Teachers' and Young People's Reading Circle Bulletin, a copy of which may be had upon request from the State Department of Education. The number of libraries purchased in each county with State aid is shown in the following table:

COUNTY.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	1918- 1919	Total
Autauga	10	2	8	0	0	11	2	0	33
Baldwin	10	10	18	18	7	4	10	27	104
Barbour	10	9	7	1	3	1	11	6	48
Bibb	10	14	18	19	0	24	0	0	85
Blount	10	0	4	0	0	4	2	0	16
Bullock	7	8	6	1	4	1	0	1	28
Butler	0	7	0	10	3	6	1	4	31
Calhoun	0	10	10	0	9	4	0	6	39
Chambers	0	0	18	19	24	28	14	7	110
Cherokee	0	10	11	4	3	7	6	0	41
Chilton	10	7	15	4	14	0	0	0	50
Choctaw	1	0	3	2	8	2	1	5	22
Clarke	0	11	18	7	10	3	0	0	49
Clay	10	7	10	1	2	3	0	1	34
Cleburne	3	6	10	4	3	4	1	0	31
Coffee	0	1	6	0	0	0	0	0	7
Colbert	0	2	8	6	7	0	0	40	63
Conecuh	4	3	3	3	0	2	4	2	21
Coosa	10	5	17	0	0	0	0	0	32
Covington	0	0	18	10	4	2	3	2	39
Crenshaw	0	0	4	2	0	0	2	0	8
Cullman	0	6	2	0	0	2	0	5	15
Dale	10	7	7	2	6	4	5	6	47
Dallas	10	14	11	6	7	4	5	1	58
DeKalb	0	1	10	0	0	0	2	7	20
Elmore	10	14	15	4	7	4	0	0	54

COUNTY.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	1918- 1919	Total
Escambia	1	1	0	7	1	14	19	10	53
Etowah	9	6	8	2	4	3	3	0	35
Fayette	0	8	18	1	0	0	0	0	27
Franklin	4	13	11	8	4	1	0	0	41
Geneva	0	0	0	1	1	0	8	0	10
Greene	2	0	7	0	0	0	0	0	9
Hale	0	1	0	0	0	0	0	0	1
Henry	9	7	6	1	3	0	1	0	27
Houston	3	5	7	5	1	3	4	0	28
Jackson	8	0	0	1	13	1	0	0	23
Jefferson	10	14	18	19	24	28	34	40	187
Lamar	0	0	3	2	0	0	17	16	38
Lauderdale	10	7	9	6	10	1	7	7	57
Lawrence	8	4	7	7	3	4	11	21	65
Lee	10	14	10	1	4	4	2	0	45
Limestone	0	5	4	4	6	3	7	20	49
Lowndes	3	0	11	4	1	1	0	0	20
Macon	8	14	0	2	1	0	5	0	30
Madison	10	14	18	12	18	13	9	5	99
Marengo	7	14	14	5	0	0	5	0	45
Marion	0	0	12	0	0	1	0	0	13
Marshall	10	14	18	9	5	0	0	0	56
Mobile	10	14	18	10	5	1	0	0	58
Monroe	7	0	17	3	4	0	4	2	37
Montgomery	10	14	13	6	13	6	6	6	74
Morgan	10	0	0	0	6	3	0	0	19
Perry	10	10	13	2	0	0	0	0	35
Pickens	4	14	18	15	18	0	4	5	78
Pike	10	1	5	2	8	0	0	4	30
Randolph	10	14	18	18	5	7	9	0	81
Russell	2	0	10	0	5	5	0	0	22
Shelby	0	0	6	2	0	12	3	0	23
St. Clair.....	0	12	12	11	18	12	2	0	67
Sumter	2	8	9	0	0	0	3	0	22
Talladega	10	10	4	1	3	4	1	1	34
Tallapoosa	10	10	8	0	6	1	5	0	40
Tuscaloosa	10	14	18	19	19	10	10	5	105
Walker	8	4	15	11	8	5	14	4	69

COUNTY.	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	1918- 1919	Total
Washington	1	0	2	0	0	3	2	1	9
Wilcox	0	0	10	5	8	0	1	0	24
Winston	0	0	1	0	0	1	0	0	2
Total.....	351	420	635	325	356	263	265	267	2,872

STATE SUPERVISION

Work of the State Department

The magnitude of the public school interests of the State is such that a considerable staff is necessary for the work of direction and supervision. Until the new code became effective, the force of the Department of Education as specifically provided under the law comprehended a Superintendent, a chief clerk, two bookkeepers, and one stenographer. By special statute, two members of the Board of Examiners, four or five institute workers, and some clerical assistants were authorized. The General Education Board paid the salaries of two rural school agents and one stenographer and the Alabama Illiteracy Commission employed a field agent. The Department was unable, therefore, to give anything like the professional assistance needed and the large administrative problems, such as the necessity for securing better school machinery and more money absorbed much of the time and efforts of the force provided.

Under the new code, to which reference has already been made, the work of the Department is classified and special divisions created to accept the responsibility of promoting definite lines of work, it being the duty of the superintendent to coordinate and direct all. A competent staff is to be employed, as soon as persons of the requisite technical training and experience can be found, and the

work of the Department professionalized. It will be the endeavor of the Superintendent to establish the same relationship with the county superintendents that the strong city and county superintendents maintain with their principals and teachers. Under the law, the State Board of Education must set up minimum essentials in the several fields of school activities, equipment, including practice and technique, but in doing so the cooperation of county and city boards of education and of county and city superintendents will be ardently sought and recognized.

Perhaps the greatest service to be rendered by the Department in the near future will be the preparation of a course of study adapted to the needs of the State, with enough latitude reserved to encourage local initiative and to meet the requirements of local conditions. This will, of course, be followed up vigorously for the purpose of giving such help as may be needed, of making such adaptations as experience may justify, of passing on the excellencies found in certain localities, of consulting and advising with city and county supervisors and of stimulating the boards of education in employing satisfactory supervisory help and in fixing standards.

The Department will also endeavor through its staff to build up a strong professional spirit among the entire school forces of the State. The building up of an esprit de corps in Alabama is a matter of first rate importance and can best be accomplished by substantial proof on the part of the members of the State staff that they are qualified for the work they are attempting and are meeting the real needs of the schools in what they do. The value of the school as the key to local and State development is coming to be recognized by the public as never before and boards of education, as well as the general public, must come to look upon supervision as an absolute necessity and prerequisite.

The Department through the publication of a monthly bulletin, through news letters, through special publications and through visitation and conference will endeavor to keep in active and vital touch with the school interests of the State. Where local workers are showing inertia, or incapacity for the work, the effort will be to encourage and stimulate, if possible, and if not to recommend changes.

Under the direction of the State Board, conferences of school boards, superintendents, vocational teachers, and the like, will be called as the needs of the work may justify, district meetings will be held at convenient times and places, teachers' institutes will be made to fit into the general scheme, and constant effort will be made to keep the Department alert, responsive, constructive and helpful in making the work of our schools as efficient and progressive as is possible.

It will be the aim of the Superintendent and the staff to be as prompt and courteous in dealing with county and city superintendents as we would like them to be in return. Our interests are mutual and work to be successful must be performed in that spirit.

CERTIFICATION OF TEACHERS

The gateway to the teaching profession in Alabama has hitherto been guarded by the State Board of Examiners composed of the Superintendent, a Secretary, and one other member. The plan of certification has been dual—that is, on the bases of graduation and of examination. The new code makes the work of certification a distinct division of the State Department of Education, and gives whatever latitude may be necessary to the State Board of Education to set up such plans of certification as will meet the needs of the State under any conditions. The details of the work of the last year are set out in the report of the secretary which follows:

*Hon. Spright Dowell,
Superintendent of Education,
Montgomery, Alabama.*

DEAR SIR:—It affords me pleasure to submit a brief official report of the work of the State Board of Examiners for Teachers for the scholastic year ending September 30, 1919. The Board is composed of the State Superintendent of Education as ex-officio president and two members appointed by him, a man and a woman, the man being secretary of the Board.

The law gives the Board of Examiners power to issue first grade licenses on the basis of graduation and without examination to graduates of the four Class A normal schools, the Alabama Girls' Technical Institute, schools of other states with similar standing, and also to graduates of standard institutions of this and other states who have completed as much as fourteen semester hours of professional study in accordance with the regulations of the Board. A standard institution is regarded as one with adequate faculty, both as to number and professional qualifications of instructors, ample equipment for work of a high character, and requiring the completion of four full years of work above the four-year high school. Such an institution must maintain a distinct department of education whose head is a specialist in educational branches and who gives his entire time to the work of that department:

The following Alabama schools are on the list for the certification of teachers on the basis of graduation: University of Alabama, Alabama Polytechnic Institute, Alabama Girls' Technical Institute, Howard College, Birmingham-Southern College, Woman's College, Judson College, Athens College, and the four Class A normal schools—Florence, Jacksonville, Troy and Livingston. During the year just closed, graduates of Talladega College who had met the requirements of the State Board

of Examiners were considered eligible to apply for a first grade certificate without examination. This is the only negro institution in the State enjoying such certification privileges.

In conformity with the foregoing statute, 530 first grade certificates, two of which were for negroes, were issued during the last scholastic year as compared with 441 during the year 1917-1918. Quite a number of these certificates were granted on the basis of graduation from institutions of other states, a larger number than usual being from the Central Western States. A majority of these applicants were females, a fact which is confirmed by the comparative number of males and females now engaged in the teaching service of the State. It is gratifying to note an increase of 89 certificates issued on the basis of graduation over the number issued the previous year.

In conformity with a special act of the first session of the Legislature of 1919, the Board granted 56 emergency certificates, 54 for white applicants and two for colored, upon recommendation of county superintendents.

During the last year the Board has validated 755 certificates for white applicants and 25 for colored applicants, which is 556 more than were validated during the previous year. This enormous increase was due almost wholly to the emergency validation for the period of one year of any state certificate which was valid for that length of time in the state of issuance. The Board was aware that many of these certificates were not equal in rank to the Alabama certificate but waived its regular validation policy in order to meet the excessive demand for teachers. Even then a number of schools were forced to go without teachers. It is hoped that this policy may be discontinued in the near future.

Under the existing law the Board of Examiners is authorized to extend for one year at a time and for a total

of not more than four consecutive years any certificate (except life) upon the holder's submitting to the Board of Examiners evidence of having pursued professional study, with the Board's approval, for as much as six weeks at some standard educational institution within the year next preceding the expiration of the applicant's license. The Board requires for extension privileges a maximum of twenty and a minimum of fifteen hours a week, at least ten hours of which are professional. An applicant may, likewise, meet the Board's requirements for certificate extension by pursuing satisfactorily for a period covering at least three months, the regularly prescribed course of study in any Class A normal school or in the teacher training department of any college or other institutions recognized by the Board of Examiners. Three hundred seventy-eight certificates for white applicants and 143 for negroes, making a total of 521, were extended, which was an excess of 46 over the previous year.

This is ample evidence that the summer schools of the present year were well attended, which evidence is substantiated not only by the number of teachers seeking extension privileges but also by the increased number who attended summer school for better preparing themselves professionally. The Board of Examiners maintains the following institutions on its list for the extension of certificates: for whites, University of Alabama, Alabama Polytechnic Institute, the four Class A normals, at Troy, Livingston, Florence and Jacksonville, Alabama Girls' Technical Institute, and Howard College; for negroes, Tuskegee Institute, Selma University, Stillman Institute, Montgomery Normal School, A. & M. College, and Miles Memorial College. The total number of persons who wrote the examinations were 7,029, which number does not include validations, extensions, emergency certificates, nor certificates by graduation, a total of 1,887. The grand total of applicants for 1918-1919 was 8,916, whereas there

were 10,160 during the preceding year. Of the total number of applicants, 6,439 were whites and 2,477 negroes.

Reference to the consolidated report of the Board of Examiners for 1918-1919 (see statistical section of this volume), shows that certificates were issued as follows: Life, 111, two of which were for colored applicants; first, 1,138, 14 of which were for negroes (first grade certificates by examination 58 white, 2 colored); second, 1,342, 184 being for negroes; third, 2,160, 926 of which were for negroes; a total of 3,625 whites and 1,126 negroes receiving certificates, making a combined total of 4,751. Four thousand, one hundred sixty-five applicants were rejected, 2,814 of these being white and 1,351 colored. Five hundred thirty-three per cent of the applicants received certificates, and 56.3% of these were white and 45.4% colored. The proportion of applicants who were successful on the examinations was larger than it would have been during normal times, owing to the fact that the demand for teachers was reflected to a certain extent in the leniency with which teachers were graded.

All examination papers are graded by the two members of the Board of Examiners with the assistance of other well qualified persons who are retained as graders during each examination. Every means possible is exerted to insure uniform and accurate grading and each applicant may feel assured that his or her papers will receive the most careful consideration. All papers are kept on file for a period of six months after examination, subject to inspection by the applicant. After the expiration of six months the papers are destroyed. The Board is making strenuous efforts to place examinations for teachers on a higher moral basis and it is gratifying to report that the number of unscrupulous applicants is apparently diminishing. In certain counties of the State, however, there is still evidence of laxity on the part of the examiners in

conducting examinations, a fact which causes undue loss of time and effort on the part of those who grade the papers. A list of the names and addresses of all persons who are rejected for cheating is mailed to every county superintendent and it is hoped that such pressure may be brought to bear as to prevent from taking examination all persons who are prone to employ fraudulent means in procuring certificates.

Two special bulletins bearing on the certification of teachers are each year printed and distributed by the Board of Examiners. Bulletin No. 32 contains the rules and regulations governing the certification of teachers and Bulletin No. 40 specifies the particular subjects to be used on the regular examinations during the current year.

The Board of Examiners has received during the year \$12,235.92 as fees for teachers' certificates, and has disbursed \$10,057 for postage, clerical assistance, conduct of examinations, salaries of members of the Board of Examiners, etc., leaving a net balance of \$2,178.48 for the year. These receipts were \$1,189.43 short of the receipts for the year 1917-1918, however the net income was \$853.17 greater.

In conclusion, I take pleasure in saying that the new laws relative to the certification of teachers which have been enacted by the recent Legislature, encourage me to believe that in the near future our teachers may receive such special certificates as may best be adapted to their needs in the particular work in which they are engaged, and that less time may be required in preparation for teachers' examinations and more time given to professional growth.

Very respectfully yours,

JOHN B. CLARK,
*Secretary of the Board
of Examiners for Teachers.*

TRAINING TEACHERS IN SERVICE

The teachers' institute is designed for the improvement of teachers in service. It has been the custom heretofore to place the emphasis both on methods of teaching and upon the problems of administration and supervision. Under the new code, it has seemed best to shift the emphasis entirely to problems of administration and supervision, and to omit method work altogether.

Since the State Department must now give substantial recognition for reading circle work, and the selection of the books upon which credit is based is entrusted to the Department, it would seem more profitable through county and district organizations to carry on the work of professional improvement, which was attempted in the old type of teachers' institute.

The growing emphasis on summer school work and the provision in the new code for the training of teachers in service through extension courses justify the change, and in the future the time of the institute will be abridged, teachers will be paid as for time taught, no fees will be collected, and the special needs and interests of the county school system will be featured.

A more detailed account of the work appears in the report of the Director which follows:

Hon. Spright Dowell,

State Superintendent of Education,

Montgomery, Alabama.

DEAR SIR:—I am herewith submitting report on teachers' institutes for the scholastic year ending September 30, 1919.

An effort was made in projecting the work to follow in a somewhat definite and sequential order the work as offered in previous years. During the year 1917-1918 the work of the institute had centered around an interpretation of the school laws with special attention to adminis-

trative policies relating to the counties. The law changing the method of selecting county superintendents brought into service some forty new men who were anxious to have the assistance of the department in organizing the work under their supervision in keeping with the new requirements set up in the legislation of 1915.

In an effort to promote an interest in better methods of instruction, a continued emphasis was placed on the teaching of English, especially spelling, and also in geography, as the textbook in this subject had just been changed. In order to coordinate the geography work with the teaching of history and civics, and also to take advantage of the keen interest in all matters relating to current geography and history, the main efforts of the year's work were centered around the social science studies.

Since the schools were engaged in various forms of war activities it also seemed appropriate to recommend a program which would require that a large part of the children's time be given to instruction that would enable them more fully to appreciate the great forces that were engaged in a death struggle for the mastery, not alone of battle fields, but of future generations as well. A nationwide interest had been aroused in a better health and recreation movement. The findings of the draft boards revealed the fact that practically one-third of our young men were not physically fit for service in the armies of their country. One of the first and most effective ways to bring home these facts to the people would be through the public schools. Indeed it seemed that every agency of our government and every privately promoted philanthropic enterprise soon found that the quickest way to the people was through the medium of the public schools.

It was, therefore, considered well to provide on our program time and opportunity for introducing this subject and effecting an organization which would be able to bet-

ter health conditions, not only in the schools but in the homes as well. We were assisted in this by the Anti-Tuberculosis League, which was promoting the Health Crusader Movement. We were also aided by the Woman's Division of the National Council of Defense. Teachers were furnished literature and outlines for promoting an interest in better health conditions. The national government through a representative of the health department brought before the people the astonishing and fearful conditions resulting from social diseases and sought through the teachers to bring home the absolute necessity for betterment through the right kind of publicity. Restrictions and other means which had proved successful in the various government camps and cantonments were recommended and laws putting these regulations into effect were advocated. The extension work carried on by the Alabama Polytechnic Institute was presented by representatives of that institution.

The reading circle work for the year was coordinated with the program of instruction as outlined above through the use of Rapeer's "How to Teach Elementary School Branches." This text was a basis for method work in the departmental sessions and was especially useful in connection with the work of spelling, geography and history. "Our Schools in War Times and After," another reading circle text, was helpful in formulating a war-time policy for the schools and in a general way in estimating the relative values of the different kinds of war work which teachers were asked to promote. Probably the most definite and serviceable reading circle text was that by Monroe, "Educational Tests and Measurements," which introduced the teachers to the modern methods of measuring the products of instruction. Its value was not alone in presenting new facts but in making it necessary for teachers to study their own methods of instruction and especially to question their own means of measuring the

results of instruction. A fourth reading circle book which was of interest to teachers engaged in the upper elementary grades and high schools was "Vocational Guidance," by Puffer.

During the year efforts were made to assist county superintendents in the matters of administration. Emphasis was placed on the work of reorganizing the schools of their counties so as to provide for consolidation.

To put this program into effect required the services of at least three men and three women for the white teachers and one man and one woman for the work with the colored teachers. In planning the work, this force was kept in mind. However, the shortage of teachers and especially of capable leaders brought about by the war made it impossible to carry out the program as originally outlined. It was, therefore, deemed best to organize an emergency force made up of men and women in the State who could give short periods of time to the institute work and still continue in their regular positions, and to trust to a hurried explanation of the Department's aims through a short conference with the workers selected. Accordingly a meeting of these workers was held just prior to the opening of the institute year and the schedule of dates arranged so as to make possible the holding of practically all the institutes in every county of the State during the months of October and November. This was considered important as all superintendents were anxious to have the aid of representatives of the Department in effecting organizations for carrying out a very strenuous program which was made doubly so by the extraordinary conditions in connection with the war.

The conductors and assistants were supplied with all necessary materials for carrying out the plans in accordance with the explanations given by the representatives of the Department and institutes were held during the

first week of October in five counties. However, just at this time the nation-wide epidemic of influenza made its appearance in almost every section of the State. Health authorities were divided as to the best policy but in the majority of cases all arrangements for public gatherings of every kind were cancelled and for more than a month no institutes were held. In fact very few institutes were held during the months of October and November. As a result, a large percentage of the institutes were re-scheduled for December and January. In the meantime the armistice had brought the actual war activities to a close which largely obviated the necessity for a war-time program. The influenza continued epidemic in many counties so long as to make it unwise to attempt any kind of meeting. For this reason nearly one-third of the institutes were postponed until summer or early fall.

All of these interruptions made it impossible and in some respects undesirable to carry out the original plans for the institutes. It made certain projects inappropriate and necessitated the introduction of new phases not provided for in the original plans. Since our institute force was largely made up of men and women not immediately connected with the Department, it was impossible to work out a very satisfactory program, in keeping with the changed conditions. While this demoralization applied with special force to the work of the institutes, it affected every other line of educational effort and made it difficult to formulate a new and constructive program. This necessarily would have to wait until a new force could be organized and new policies developed in keeping with the new and changing conditions. In order to avoid interrupting the school work the length of the institutes was changed to three days and in many cases two days. This was especially satisfactory inasmuch as there was a desire to give as much time as possible to the actual school room instruction.

In attempting to summarize the year's work it may be said that the greatest service rendered was in stressing the general idea of reorganization of the schools through a system of consolidations. Attempts were made to bring home to the superintendents and teachers an appreciation of conditions in the country schools. Facts furnished by the teachers were tabulated at each institute. The following is typical of conditions in the country schools:

The typical rural school attempting high school work does not have an average length of term of more than six months. The average recitation period for high school subjects does not exceed twenty minutes. If the school is in session 120 days with lesson periods of twenty minutes, the total recitation time given to any subject during the school year would be 2,400 minutes. In the standard high school of 180 days with not less than 40 minute periods, the time given to each subject is 7,200 minutes. It would, therefore, take the boy or girl three years in the country school to cover the time requirement for one year in a standard high school. It has been found that the high school work in the rural schools requires from one-fifth to two-thirds of the time of the teacher; but the average number of pupils doing high school work does not exceed six, while the number of elementary pupils varies from twenty-five to one hundred fifty. This shows that even though the high school pupils do not receive adequate attention they receive four or five times as much time as that given to elementary pupils. The further limitation due to lack of numbers prevents team work, class contests, etc., so essential to interest and success on the part of high school pupils.

A study of the qualifications of the teachers shows that less than five per cent have completed a four-year college course, which would entitle them to offer instruction in high school subjects. It was also shown by actual count that the number of recitations per teacher in the rural

school varies from 15 to 35 classes daily with from 5 to 10 of these classes in high school subjects.

These facts were brought out in practically every county and in the majority of cases not only the superintendent but all the teachers seemed anxious to reorganize the schools under some plan that would eliminate the conditions which make successful work impossible. The most feasible plan discussed was a system of consolidation, providing the junior high school, leaving the elementary school of six grades in the community and bringing the boys and girls of the higher grades together by a system of transportation.

Statistical information obtained from the enrollment blanks furnishes some rather interesting facts. The enrollment in the institutes does not represent the total teaching force of the State inasmuch as more than five hundred received excuses issued direct by the State Superintendent, for which fees were paid. Added to this number is a large group who were exempt, having attended summer schools.

The colored institutes of the State followed in a general way the plans outlined for the white institutes, emphasizing better teaching of elementary subjects, reading circle work, and the importance of attending summer schools. The same influences which affected the teachers in the white schools were felt in the ranks of the negro teachers of the State. Many were called for service in the army, hundreds of others were lured away from the school room by the attractive offers in industrial fields.

The statistical information compiled from the enrollment blanks filled out by the teachers of the negro institutes is also attached.

The financial statement which is appended reveals the fact that as a result of the rather extensive abridgement of the institute program there was an accumulation of a handsome balance to the credit of this fund, amounting to

\$4,272.91. However, this balance would not have been more than sufficient to meet the normal expenditures had the conditions permitted the projected organization.

The director in charge of this work is under many obligations to the men and women who gave of their time and thought in carrying out the plan of institute work for the year. It may well be considered a part of the war work which they did in addition to their regular duties, and for such services those responsible for the educational welfare of the State may be profoundly thankful. In the midst of the changing conditions which have been experienced throughout the year and the necessity of meeting emergencies that have arisen in this particular phase of our educational work, I am particularly appreciative of the interest and guidance of the State Superintendent and for his direction and advice at all times. His ability to analyze emergency situations, and to provide a program for action made possible a continuous policy, necessary to the success of any enterprise.

Respectfully submitted,

R. E. TIDWELL,
Director of Institutes.

STATISTICAL.

	<i>White</i>	<i>Colored</i>
Enrollment:		
Male	1,442	393
Female	6,095	1,575
	<hr/>	<hr/>
Total	7,537	1,958
Number employed in one-teacher schools.....	1,746	912
Number teaching:		
6 or more grades.....	1,718	667
4 or 5 grades.....	1,405	428
2 or 3 grades.....	2,064	409
1 grade	1,272	327

Number who have taught :	<i>White</i>	<i>Colored</i>
1 year	1,556	277
2 years.....	1,064	196
3 years.....	751	135
4 years.....	609	150
5 years.....	541	145
6 or more years.....	2,253	1,022
Average number of years taught.....	5.8	8.5

Number who have taught in present locality :		
1 year.....	3,215	760
2 years.....	1,162	292
3 years.....	481	170
4 years.....	271	110
5 years.....	173	70
6 or more years.....	357	503
Average number of years in present locality.....	1.9	2.3

Average number of months taught in :

Elementary schools.....	34
High schools	30

Number of School Journals received.....	7,140	1,548
Reading Circle Membership.....	3,535	550
Number of Reading Circle Certificates.....	3,719	257
Membership of County Teachers' Association.....	3,184	804
Number of School Improvement Associations.....	1,342	485
Membership in School Improvement Associations.....	24,168	13,420

Number of Clubs :

Literary	823	179
Corn	708	179
Pig	784	294
Canning	566	295
Poultry	521	95
Miscellaneous	179	98

Teachers' preparation :

High School—

Average attendance (months).....	23	27
Number graduates	3,133	807

Normal School—

Average attendance (months).....	11	16
Number graduates	1,473	576

College—	White	Colored
Average attendance (months).....	10.5	22
Number graduates	789	65
Summer School, six weeks terms :		
Professional courses	4,500	1,073
Average	3.4	2
Certificate courses	2,731	330
Average	2.8	1
Number reporting additional professional training....	901	126

FINANCIAL

RECIPTS

Balance September 30, 1918.....	\$ 3,041.67
State Appropriation	6,500.00
Institute Fees.....	7,524.90
Total Receipts	\$17,066.57

DISBURSEMENTS

Salaries	\$ 9,205.25
Traveling Expenses	3,283.41
Stenographic Assistance	155.00
Stamps	150.00
Balance September 30, 1919.....	4,272.91
Total	\$17,066.57

ALABAMA TEACHERS' AND YOUNG PEOPLE'S READING CIRCLE

This agency for the improvement of teachers in service was created by the Alabama Educational Association in 1911. The plan contemplates the establishment of a county reading circle organization with a county secretary to promote the work under the direction of a county superintendent of education. Three specific types of study are undertaken, as for example, methods, child psychology, and general culture. These books are made the basis of study in teachers' institutes, and in the county

teachers' associations. Ordinarily, meetings are held monthly in the several counties by districts, and the reading circle work is the core.

In 1916 the work was intrusted to the State Department of Education by a resolution of the A. E. A. This was done in order to make the professional reading of teachers fit in with the plans of the State Board of Examiners and with the work of the teachers' institutes. As an incentive to this work credit is given to all applicants for certificates.

In an effort to further improve the character of the work done in the reading circle groups, the Legislature of 1919 legally incorporated the reading circle as a part of the teacher training division of the State Department of Education and made it the duty of county and city superintendents to direct the work with the teachers under their jurisdiction. This Department has carefully worked out plans which make it possible for teachers who do reading circle work to have their certificate extended for a period of one year, provided no certificate is extended for more than two years in succession. The requirements are:

1. a. The teacher must have read three of the reading circle texts adopted for the current year.

- b. The teacher must have attended the regular meetings or conferences held, usually twice a month, over a period of not less than five months.

- c. A total of not less than twenty-five hours must have been spent in the above conferences, fifteen of which must have been given to the discussion of topics connected with the adopted reading circle texts.

2. Any teacher who has complied with the foregoing requirements is eligible to take the reading circle examination which will be held by the county superintendents at a time and place agreed upon between the county superintendent and the State superintendent. The ques-

tions will be prepared and the papers examined by the State Department of Education. A reading circle certificate will be issued to all applicants showing a fair knowledge of the texts studied.

3. Four reading circle certificates entitle the holder to a reading circle diploma. Such diploma will be evidence that the holder has pursued systematically the reading circle work over a period of four years and has, therefore, covered in a fairly definite way the general fields of professional study, including psychology, school-room management, methods of instruction, etc. All certificates and diplomas are issued by the State Department of Education.

The books studied during the year which ended June 30, 1919, were as follows: Educational Tests and Measurements, Monroe-DeVoss, and Kelly; Teaching Elementary School Subjects, Rapeer; Vocational Guidance, Puffer. For the year beginning July 1, the following adoptions have been made: The Curriculum, Bobbitt; The Rural Teacher and His Work, Foght; Methods and Standards for Local School Surveys, Bliss; and Roots of the War, Davis. These books are furnished the teachers through the State Depository at a substantial reduction from the regular list price.

During the year 1918-19, 1,564 certificates and 136 diplomas were issued while 208 applicants were rejected because they failed to conform to the regulations or did not give evidence of having made proper study of the books. The counties deserving special mention for the large number of teachers who secured certificates are Jefferson, DeKalb, Coffee, Tuscaloosa and Fayette.

The new law governing the training of teachers in service charges the county and city superintendents of education with the responsibility of holding county meetings and group conferences. Since these meetings will not be successful, as a rule, unless the superintendent or one of

his supervisors can be present at each meeting and direct the work, it is necessary that the program for the various groups of the county be planned by one central committee. To aid this committee, a bulletin of suggestions for these county and group meetings has been issued by the State Department of Education and placed in the hands of all the teachers. This material, if followed, will make possible a more helpful co-ordination of the professional reading course with the every day school and community problems.

VOCATIONAL EDUCATION

As has already been stated, two recommendations were made in the annual report of this Department of one year ago for the consideration of the Legislature which was to convene in January, namely, first, the formal acceptance on the part of the State of the provisions of the Smith-Hughes law carrying with it the creation of the necessary machinery and the appropriation of a sufficient amount annually to match the Federal fund; second, the creation of a Commission to study our whole scheme of education. The preceding pages of this report have dealt somewhat at length with the latter recommendation, because of its significance for education as a whole, but it is quite as pertinent to consider now what has been done under the stimulus of the Smith-Hughes law toward setting up a wise plan for vocational education in Alabama.

It will be recalled that under the Federal statute, a permissive provision made it possible to put the law into effect by action of the Governor in appointing a temporary State Board for Vocational Education to serve until the Legislature in regular session had had enough time to give due consideration to the matter and pass the requisite enabling act. Governor Henderson formally set the machinery in motion in August, 1917, by appointing the State Board for Vocational Education as follows:

Spright Dowell, Suerintendent of Education, Montgomery.

T. W. Palmer, President Alabama Girls' Technical Institute, Montevallo.

J. J. Doster, Dean of Department of Education of the University, University.

Zebulon Judd, Head of Department of Education, Alabama Polytechnic Institute, Auburn.

E. M. Wright, Professor of Education, State Normal School, Troy.

C. A. Brown, Principal Central High School, Birmingham.

J. Alex Moore, Principal Walker County High School, Jasper.

There were two factors that made it seem wise to the Board to proceed with deliberation in inaugurating the work. In the first place, there were no funds available except such as could be donated by the Board of Control of the particular institution which might desire to qualify, the State having had no opportunity to make an appropriation. In the second place, the work was new and the way in the South uncharted.

It should also be added that supervision was largely a voluntary matter since those charged with the responsibility were asked to assume new duties in addition to their already full programs and without additional compensation. The work therefore was not launched on a very comprehensive scale and large results could not, of course, be expected. That the policy of the Board in proceeding in this way was wise and inspired confidence is best attested by the action of the Legislature in making an appropriation by unanimous vote to match the Federal fund, and by passing the necessary laws for setting up suitable machinery for carrying on the work.

Early in the year 1918, classes in vocational agriculture were formed in a few county high schools, in a small

number of rural schools, and in two or three county training schools; courses in trade and industry were undertaken in Birmingham, Ensley, Mobile, and in five cotton mill towns; courses in vocational home economics were introduced in one city high school, in one county high school, and in one county training school. Teacher training courses in vocational agriculture, trade and industry, and home economics were inaugurated for whites as follows: agriculture, Alabama Polytechnic Institute; Trade and Industry, University of Alabama; home economics, Alabama Girls' Technical Institute; and in all three lines at Tuskegee Institute for Negroes. It is worthy of note that the State Board for Vocational Education specifically set aside 25% of the available Federal funds for use both in negro secondary schools and in teacher training institutions.

At the beginning of the next year, the Board of Control of the District Agricultural Schools at the instance of the superintendent, who was also executive officer of the Board, instructed each president in making his budget for the year to set aside enough funds with which to match the Federal money for the employment of a teacher of vocational agriculture. While the work inaugurated in these schools has not yet been as far reaching as could have been desired, because some of them are only local institutions and all of them have lacked funds, it can be confidently stated that enough has been done to justify the conclusion that the agricultural schools of Alabama can be made to serve the State in a satisfactory way if they are made vocational schools in fact, and if proper emphasis is placed upon the teaching of vocational agricultural and vocational home economics.

In the proposed readjustment it will probably be wise to make provision for a course in which the sciences are emphasized for the benefit of those who may not wish to prepare specifically for the vocations of agriculture

and home economics. This will make the schools more serviceable and the added cost will be nominal. The institutions of higher learning have already agreed to accept unconditionally those applying for admission who have completed the courses outlined by the State Board.

During the year 1918-19, the vocational work was projected on a somewhat larger scale, and since the action of the Legislature in February made it possible to formulate plans for the new year on a much more substantial basis, proceeded to secure a supervisory staff. After due consideration, Mr. J. B. Hobdy, who had served so acceptably as supervisor of vocational agriculture while the State was operating under the tentative plan pending legislative action, was appointed Director. The staff was completed by the selection of Mr. S. L. Chesnutt as Supervisor of Vocational Agriculture, Mr. L. J. E. Sindell, as Supervisor of Trade and Industrial Education, and Miss Ivol Spafford as Supervisor of Vocational Home Economics. Each of these persons was chosen solely on the basis of fitness for the work in hand. They are, without exception, college bred people with additional technical training in some of the best institutions in the country and have had the practical contact which is essential to success.

While it is recognized that the incorporation of vocational work in the regular course of study is a distinct departure, and upsets the traditional notions of education that have been so prevalent in the South, there is every reason to believe that the method to be pursued in Alabama will be approved by all fair-minded persons, and that in due time the State will demonstrate that it is possible to give boys and girls the academic subjects and at the same time train them for occupational efficiency as well as for the responsibilities of citizenship.

There are two handicaps that must be overcome before the work can be made an absolute success. First, a com-

petent force of specially trained teachers must be secured; second, adequate buildings and equipment must be furnished.

Perhaps the chief obstacle to vocational education is the lack of properly trained teachers. The salaries paid teachers of vocational agriculture are relatively higher than those paid to other teachers and even to principals. This is due to some extent to the better training in subject matter that vocational teachers as a rule have had, but more to the inexorable law of supply and demand. We realize in Alabama that this advantage is a temporary one and that unless the teachers of vocational subjects are better trained in the art of teaching, a reaction will inevitably come. The State Board through its executive staff and by its liberal support of teacher training courses both in regular sessions and in summer schools, is endeavoring to encourage thorough training on the part of those preparing to teach and on the part of those already in service.

The building and equipment necessary for offering vocational courses must likewise be of a different character from that of the traditional school. Since the work is intensely practical, the apparatus, specimens, material and supplies needed in the laboratory and project work must not only be more numerous and varied but often more expensive than would appear from a superficial study. It is the policy of the State Board to require that suitable quarters and equipment be procured before approving any school for State and Federal aid.

Aside from the prospect in the State secondary schools it seems reasonably sure that the best hope for vocational agriculture and perhaps for home economics is in the rural high school. The proposed reorganization of the work of elementary and secondary education in Alabama so as to include the junior high school will undoubtedly make a larger place for vocational training peculiarly

adapted to local needs. Given these conditions, a properly trained teaching force, suitable quarters and equipment, the added direction of the State Board of Education and its supervisory staff, and vocational education will, in due time, be well on the way toward success in Alabama. A more detailed account of the present status of the work appears in the report of the director which follows:

*Supt. Spright Dowell,
Department of Education,
Montgomery, Alabama.*

MY DEAR SIR:—I take pleasure in submitting a report of the progress of vocational education in Alabama for the year ending September 30, 1919.

In accordance with the action of the Legislature in formally accepting the provisions of the Smith-Hughes Law, I assumed the duties of Director of Vocational Education on April 1st. Prior to that time the work, as you will recall, was of a voluntary nature and was performed by two members of the staff of the Department of Education and members of the faculty of two or three teacher-training institutions. For some time after I was made Director, it was necessary to continue to give the greater portion of my time to supervising vocational agriculture.

On September 1st Mr. S. L. Chesnutt was added to the vocational staff as Supervisor of Agriculture and Mr. L. J. Sindell as Supervisor of Trades and Industrial Education, while early in October Miss Ivol Spafford entered upon her duties as Supervisor of Home Economics. Under these conditions the hitherto limited supervision gave place to an intensive and systematic oversight.

In order that the records of vocational education in Alabama may be connected I am submitting herewith certain data which will give pertinent information about

the work from the time of its inception in July, 1917, to the present.

The development of the work along the several lines is shown by the following table which gives the Federal funds available for each fiscal year, the amount and percentage of the entire fund used. In considering this table it should be borne in mind that with the exception of one department of agriculture which was established at the Walker County High School, October 1, 1917, no schools were recognized until January, 1918. The figures given for the fiscal year 1919-1920 do not show actual expenditures but the sum total of all contracts approved for State and Federal aid. State aid was made available on April 1, 1919. Until this time all Federal funds were matched by local funds. After April 1st, teacher-training funds were matched in full from State funds; the funds expended in maintaining trade and agricultural courses were reimbursed to the amount of one-half from Federal funds and one-fourth from State funds. Salaries paid for home economics training were reimbursed one-half from State and Federal funds and one-half from local funds. The budget for the present year carries a State appropriation greater than the amount required to match Federal funds for the development of home economics work.

The table for the three years follows:

<i>Subjects</i>	1917-1918		
	<i>Federal Funds Available</i>	<i>Amount Used</i>	<i>Per cent Used</i>
Agriculture	\$ 17,909.85	\$ 4,850.00	36.9
Trades and Industries—			
Trade Courses.....	3,503.53	1,241.04	35.9
Home Economics.....	875.88	62.50	7.1
Teacher Training.....	11,665.57	3,592.02	30.7
Total.....	\$33,954.83	\$9,745.56	26.0

1918-1919			
<i>Subjects</i>	<i>Federal Funds Available</i>	<i>Amount Used</i>	<i>Per cent Used</i>
Agriculture	\$ 26,864.77	\$ 18,816.35	70.0
Trades and Industries—			
Trade Courses	5,255.30	3,496.84	66.5
Home Economics	1,313.82	1,002.61	76.3
Teacher Training	16,331.79	8,170.06	50.0
Total.....	\$49,765.68	\$31,685.86	63.6
1919-1920			
<i>Subjects</i>	<i>Federal Funds Available</i>	<i>Amount Used</i>	<i>Per cent Used</i>
Agriculture	\$35,819.70	\$ 29,897.92	83.4
Trades and Industries—			
Trade Courses	7,007.09	7,007.09	100
Home Economics	1,751.74	1,751.74	100
Teacher Training	20,998.02	20,998.02	100
Total.....	65,576.55	59,654.77	90.1

Trade and Industrial Education:

Trade and industrial education was begun in Alabama January, 1918. During the fiscal year ending June 30, 1918, the work was carried on in five centers distributed among the several types of instruction as follows: Unit trade, 2; Part-time, 3; Evening, 4; Total number of classes, 9.

During the year ending June 30, 1919, there were nine centers where vocational trade courses were given. The types of instruction and the number of courses under each type were as follows: All-day, 3; Part-time, 2; Evening, 11; Total number of classes, 16.

The close of the State fiscal year 1918-1919 and the beginning of the new Federal year 1919-1920 finds the number of centers increased to eleven. The distribution of the work according to type of instruction is as follows: Unit trade, 3; Part-time, 8; Evening, 19; Total number of classes, 30.

The development of this form of vocational education is encouraging when it is considered that the combined Federal and State fund available for all types of instruction for the present Federal fiscal year amounts to only \$14,014.18. Fifty percent of the State fund, which is twenty-five per cent of the entire fund, is reserved by the State Board for administration and for the development of vocational home economics, this form of instruction having been only meagerly provided for by the Federal Act.

The recognized centers with organized courses now operating, classified according to type of school are:

CLASSES FOR WHITES

<i>Type of School</i>	<i>Location</i>	<i>Subject Taught</i>
Unit Trade.....	Central High School, B'ham.....	Machine Shop
Unit Trade.....	Ensley High School, B'ham.....	Drafting
Unit Trade.....	Ensley High School, B'ham.....	Pattern Making
Part-time.....	Acipco, B'ham Schools, B'ham.....	Drawing for Mach'st
Part-time.....	Avondale Mills, Birmingham.....	Textile Gen'l Contin'n
Part-time.....	Public Schools, Birmingham.....	Gen'l Continuation
Part-time.....	Public Schools, Lanett.....	Gen'l Continuation
Part-time.....	Public Schools, Fairfax.....	Gen'l Continuation
Part-time.....	Public Schools, Shawmut.....	Gen'l Continuation
Part-time.....	Mignon Mills, Sylacauga (1).....	Practical Textiles
Part-time.....	Mignon Mills, Sylacauga (2).....	Practical Textiles
Evening.....	Avondale Mills, Birmingham (1) ..	Textile Mathematics
Evening.....	Avondale Mills, Birmingham (2) ..	Textile Mathematics
Evening.....	Chamber of Commerce, B'ham.....	Electricity
Evening.....	Central High School, B'ham.....	Foundry
Evening.....	Indian Head Mills, Cordova.....	Textile Mathematics
Evening.....	Ensley High School, Birmingham..	Carpentry
Evening.....	Tallassee Mills Co., E. Tallassee....	General Textiles
Evening.....	Public School, Fairfax.....	General Textiles
Evening.....	Public School, Langdale.....	General Textiles
Evening.....	Public School, Lanett (1).....	General Textiles
Evening.....	Public School, Lanett (2).....	General Textiles
Evening.....	Indian Head Mills, Piedmont.....	Textile Mathematics
Evening.....	Public School, Riverview.....	General Textiles
Evening.....	Public School, Shawmut.....	General Textiles

<i>Type of School</i>	<i>Location</i>	<i>Subject Taught</i>
Evening.....	Mignon Mills, Sylacauga (1).....	General Textiles
Evening.....	Mignon Mills, Sylacauga (2).....	General Textiles
Evening.....	Tallassee Mills, Tallassee.....	General Textiles

CLASSES FOR NEGROES

<i>Type of School</i>	<i>Location</i>	<i>Subject Taught</i>
Evening.....	Negro Industrial High School, Birmingham.....	Tailoring
Evening.....	Negro Industrial High School, Birmingham.....	Carpentry

Twelve of the above courses are given in connection with the industrial plants and city schools of Birmingham where a director of vocational trade and industrial work is employed.

Home Economics:

Under the provisions of the Smith-Hughes Act, home economics education, though formally recognized, is handicapped because of the very limited amount of aid provided for its development, the funds available each year being only twenty per cent of the fund for teaching trades and industries. These amounts have already been shown in this report.

Only one school was recognized for aid during the year ending June 30, 1918. This was the County Training Schools for Negroes at Plateau, Mobile county. Two all-day schools for whites were recognized during the year ending June 30, 1919. The present Federal fiscal year finds in operation three all-day schools and two evening schools for whites and three all-day schools for negroes. The two evening classes to which instruction is being given are located at Tallassee and East Tallassee, and the work is being done among the mill employees of the Tallassee Mills.

The schools which have been recognized for the Federal fiscal year beginning July 1, 1919, are as follows:

SCHOOLS FOR WHITES

<i>Type of School</i>	<i>Location</i>
All-day.....	City Schools.....Dothan
All-day.....	Public Schools.....Ragland
All-day.....	Public Schools.....Tallassee
Evening.....	Tallassee Mills.....Tallassee
Evening.....	Tallassee Mills.....East Tallassee

SCHOOLS FOR NEGROES

<i>Type of School</i>	<i>Location</i>
All-day.....	Mobile County Training School....Plateau
All-day.....	Pickens County Training School...Carrollton
All-day.....	Baldwin County Training School.Daphne

The real purpose of home economics education, which is to prepare for home making, will unquestionably commend itself to boards of education of many all-day schools who will also recognize in it a means of reaching the homes of the State through evening school work.

Vocational home economics is the logical companion type of instruction to agriculture and should find a place in all schools where vocational agriculture courses are being given. I trust that it may be the policy of the State Board, in the development of the work, to provide dual vocational courses in many rural communities of the State.

Agricultural Education:

The increase in number of schools giving training in vocational agriculture for the year has been satisfactory. During the first year of the work in Alabama it was introduced into four county high schools, three rural schools for whites and five county training schools for negroes.

During the second fiscal year, June, 1918, agricultural courses were organized in one additional county high school and in ten secondary agricultural schools. The work was discontinued in two of the negro schools recog-

nized the year previous but was organized in five additional county training schools for negroes.

The close of the present State fiscal year finds nine additional white schools in which vocational agriculture courses have been begun. Eight of these are large type rural schools, the other is the Lee County High School, recognized for the work in order that the teacher-training institution at Auburn might have a practice school for those teachers being trained there.

As is shown in the above, eight negro schools gave vocational courses during the Federal fiscal year ending June 30, 1919. The work was discontinued in three of these and six new schools were approved. However, the work has been discontinued in three of these during the first quarter of the present Federal fiscal year. There are at present eight negro schools giving vocational courses.

The development of vocational agriculture in negro schools presents some serious problems. The lack of agricultural training on the part of available teachers, and the failure of some of the school officials responsible for the work to grasp the full significance of such training for the negro, are two of the greatest handicaps. These conditions, together with the drafting of three teachers into the army are responsible for the discontinuance of the work in the schools referred to above.

Twenty-seven white schools and eight negro schools constitute the number giving courses in vocational agriculture in the State at this time.

Although it is evident that several of the schools in which the work is being given do not afford the most inviting field for such work, we are continuing it in the hope that as its real value is understood it may become more popular. The work has not yet been discontinued in any white school, though some valuable lessons have

been learned which will govern the approval of schools for aid in the future.

Vocational agriculture is meeting with the greatest success in rural districts where boys are actually engaged in farm practice and where the necessary land, stock and equipment are available for use in carrying out home project work.

Those schools giving vocational courses at the present time are :

SCHOOLS FOR WHITES

<i>Date Approved</i>	<i>School</i>	<i>Location</i>
October, 1917.....	Walker County High.....	Jasper
January, 1918.....	Jefferson County High.....	Boyles
January, 1918.....	Pickens County High.....	Reform
January, 1918.....	Shelby County High.....	Columbiana
January, 1918.....	Alliance Consolidated Rural.....	Bessemer, Rt. 5
January, 1918.....	Pleasantfield Rural.....	Oakman, Rt. 2
January, 1918.....	Boldo Rural.....	Jasper, Rt. 1
July, 1918.....	Geneva County High.....	Hartford
July, 1918.....	State Secondary Agricultural.....	Jackson
July, 1918.....	State Secondary Agricultural.....	Evergreen
July, 1918.....	State Secondary Agricultural.....	Abbeville
July, 1918.....	State Secondary Agricultural.....	Sylacauga
July, 1918.....	State Secondary Agricultural.....	Wetumpka
July, 1918.....	State Secondary Agricultural.....	Hamilton
July, 1918.....	State Secondary Agricultural.....	Albertville
July, 1918.....	State Secondary Agricultural.....	Athens
July, 1918.....	State Secondary Agricultural.....	Blountsville
July, 1918.....	State Secondary Agricultural.....	Lineville
July, 1918.....	Lee County High.....	Auburn
July, 1918.....	Five Points Consolidated Rural.....	Five Points
July, 1918.....	Riverton Consolidated Rural.....	Huntsville, Rt. 1
July, 1918.....	Ohatchie Rural.....	Ohatchie
July, 1918.....	Foley Rural.....	Foley
July, 1918.....	Liberty Consolidated Rural.....	Ethelville
July, 1918.....	Winterboro Consolidated Rural.....	Talladega
July, 1918.....	Marbury Consolidated Rural.....	Marbury
July, 1918.....	Ragland Public.....	Ragland

SCHOOLS FOR NEGROES

<i>Date Approved</i>	<i>School</i>	<i>Location</i>
January 1, 1917.....	Lowndes County Training.....	Charity
January 1, 1917.....	Pickens County Training.....	Carrollton. Rt. 1
January 1, 1917.....	Conecuh County Training.....	Evergreen
July, 1918.....	Baldwin County Training.....	Daphne
July, 1918.....	Chambers County Training.....	LaFayette
September, 1919.....	Choctaw County Training.....	West Butler
July, 1918.....	Henry County Training.....	Abbeville, Rt.
September, 1919.....	New Rising Star Rural.....	Tuskegee, Rt. 1

Teacher Training:

Approved teacher training courses for white teachers are being given at the University of Alabama in trades and industries; at the Alabama Polytechnic Institute in agriculture; and at the Alabama Girls Technical Institute and College in home economics. Each of these institutions have provided practice schools.

Teacher training for negroes is given in all three forms of vocational education at Tuskegee Institute and practice classes are maintained in the institution among pupils of upper elementary grades.

The number of young men and women who are preparing themselves for teaching vocational subjects, though limited during the 1918-1919 session of school, has increased for the present scholastic year as shown by enrollment in the classes during the month of September. Those in charge of the departments in each of the above named institutions are exerting their best efforts to meet the demand for trained teachers.

Special courses for vocational teachers of trades and industries were maintained during the months of July and August at the University of Alabama and similar courses in agriculture were given at the Alabama Polytechnic Institute. Tuskegee Institute maintained a four weeks course for negro teachers of agriculture at the same time.

All white and negro teachers of agriculture were required to take the course at their respective training institution in accordance with the provisions of the Alabama Plan.

The course for trade teachers provided at the University of Alabama, though not compulsory, was well attended, the management of several industrial plants where vocational trade courses were given during the preceding year, bearing all expenses of their teachers while in attendance.

Conclusion:

The greatest problem in vocational work is that of securing trained men and trained women. The supervisory force is fully convinced of the need of men and women who are not only trained for the work but who have the proper attitude toward it, and is using its best efforts to aid not only in improving the courses now being given but in securing the attendance on such institutions of men and women who have qualities suitable for vocational work. The process of making teachers is a slow one. However, through intensive supervision it is hoped that those in service may become more efficient and an adequate supply provided by the teacher-training institutions.

Respectfully submitted,

J. B. HOB DY,

Director of Vocational Education.

ILLITERACY.

The Alabama Illiteracy Commission was created in accordance with an Act of the Legislature in 1915. The personnel of the Commission was as follows: Ex-Governor William D. Jelks, Honorable James B. Ellis, Mrs. J. H. McCoy, Mrs. W. K. Linscott, and the State Superintendent of Education, who was ex-officio secretary-treasurer. Mrs. E. D. Thames served as field agent for some five or six months, and rendered valuable service. She was followed by Mrs. F. B. Yielding, nee Esther Foster, who continued in the work for some three years, and to whom perhaps more than to any other individual is due the credit for the success which has been achieved.

The remarkable work of the Illiteracy Commission during the war furnishes the most concrete evidence both of the great need of such work and of the efficiency with which it can be done. A detailed account may be found by reference to last year's report.

For more than a year now, Miss Sarah E. Luther has been the active Field Agent, and the work is being continued quite as successfully as heretofore.

The emphasis during the year has been upon the organization of counties. This has meant an appropriation by the county board of education or by interested individuals, and the employment of a special county organizer. Nine counties have undertaken to organize and in the schools which were taught, 1,760 pupils below the fourth grade were enrolled, and 350 illiterates learned to read and write.

Where county organizations were not feasible, schools were organized at suitable centers in other portions of the State. In the light of the experience of the past year, we are convinced that the county plan of organization is best and this will be pushed as far as may be practicable. Already some fourteen or fifteen counties have signified their desire to undertake the plan.

Hitherto the support of the illiteracy work has been dependent upon voluntary contributions. The splendid liberality of the Federation of Women's Clubs made it possible to continue the work throughout the year covered in this report. By the time the Legislature convened the Alabama Illiteracy Commission was of the unanimous opinion that the time had come when the illiteracy work should no longer be dependent upon contributions, but that the State should definitely make provision for it. It was further believed that the illiteracy work should be definitely incorporated in the new school code and that its direction should be specifically transferred to the State Board of Education. A modest annual appropriation was made and the work of bringing light to those who cannot read and write will continue at least for another four years. During that period it is hoped that illiteracy in Alabama will become a thing of the past.

A detailed account of the work is contained in the report of the Field Agent of the Illiteracy Commission which follows:

*Supt. Spright Dowell,
Montgomery, Alabama.*

DEAR SIR:—I take pleasure in submitting herewith my report as field agent of the Alabama Illiteracy Commission for the year ending September 30, 1919:

Until the signing of the armistice put an end to the war activities, the "special drive among men of draft age" which was begun last year was continued, and in several counties definite and well-organized plans were made. A notable instance was the meeting of the men of draft age in Cullman, October 9th, to which 350 men were called by the draft board and a patriotic rally planned.

The State Council of Defense sent Mr. Vassar Allen, of Birmingham, who made a stirring appeal, as did Superintendent J. C. Metz, Hon. S. R. Griffin, and Hon. S. J.

Buell. When the men were asked if they desired to go to school, almost the entire crowd answered in the affirmative and schools were definitely planned.

Before the work in Cullman county had been well organized, the influenza scourge was upon us. Later came the signing of the armistice and then, since we could no longer use the war appeal, what we believe to be a practical, definite plan was worked out. Our experience in Alabama has taught us that in any county the work is *big enough and important enough to require the full time of one person*. The illiterate must be visited in his home or place of business, and in him first a willingness to be taught aroused. To be effective, this "willingness," which is rather negative, must be stimulated into positive desire. Even after he begins school, he will need additional stimulus in the shape of encouraging visits. The teachers, too, need help. It takes time, patience, understanding, and sympathy to organize these schools, and it is a slow process. The person who organizes the schools, must necessarily be broad-minded, sympathetic, with high ideals and clear vision, and withal, practical. Not only was a new plan necessary but new teaching material had to be found to take the place of the war primer. We found Mrs. Stewart's Country Life Reader.

Believing that all intelligent citizens should form the newspaper habit and knowing that the people enrolled in adult schools could not read the newspaper as ordinarily published, the Field Agent requested the Birmingham News to publish free of charge for six weeks 2,500 copies weekly of an 8-page paper, printed in 16-point type. The editors agreed willingly to make this contribution. The subject matter was written in words *simple* enough for the students to be able to read it, *interesting* enough to cause them to want to read it, *practical* and *informational* enough to justify the work required to read it, and *stimulating* enough to establish ideals. The editors of

the News are worthy of sincere thanks for their magnanimous cooperation in issuing the Alabama Adult School Weekly. In addition to the newspaper, a free copy of the Progressive Farmer was contributed to each school by the editors.

Two hundred copies of a Rhyme Book for Farmers, published by the Benthall Machine Company, based on the Mother Goose idea, and full of scientific advice in pleasing and simple form, were contributed for use in the schools. This material lightened the work.

It was also thought necessary that the pupils should have daily lessons in the Bible; and accordingly the Gospels and Psalms printed in large type and bound separately were used.

Again, special lessons were given in civics and health and thrift.

If, in addition to learning to read, write, and perform operations in arithmetic, a person gains the power to read a newspaper, a farm journal, and the Bible, and has developed in him health and civic consciousness, he is well on the way toward a normal life.

Those completing the course prescribed, that is, the ability to read any lesson in Book I, to write at least one page of fairly good English, and to perform simple operations in arithmetic were given a certificate of graduation. To encourage their further work, seals will be added after Book II and III are satisfactorily completed, with such additional work as should be included. Unless a man does more than simply learn to read and write, he will soon lapse into his former indifference and ignorance.

In order to secure the services of people who would succeed with the undertaking, county boards of education were asked to make appropriations sufficient to put organizers into their respective counties for three months, and to furnish books free. The following counties responded:

<i>Appr'n by</i>			
<i>County.</i>	<i>Co. Bd.</i>	<i>Used</i>	<i>Organizer and Address</i>
1. Blount.....	\$ 375.00	\$ 375	Mrs. V. H. Maynor, Oneonta
2. Cherokee.....	375.00	425	Mrs. D. B. McCullough, Center
3. Conecuh.....	450.00	450	Supt. W. R. Bennett, Evergreen
4. Coosa.....	405.00	405	Mr. H. H. King, Rockford
5. Crenshaw.....	250.00	.....	Prin. C. C. Slaton, Righland Home
6. Escambia.....	100.00	100	Prin. M. L. Orr, Atmore
7. Etowah.....	500.00	.....	.....
8. Jefferson.....	650.00	500	Supt. N. R. Baker, Birmingham
9. Lamar.....	325.00	75	Prin. J. A. Johnson, Vernon
10. Lawrence.....	150.00	50	Supt. E. A. McBride, Moulton
11. Madison.....	100.00	100	Supt. S. R. Butler, Huntsville
12. Marshall.....	450.00	525	Mr. Curtis Matthews, Goodwater
13. Mobile.....	300.00	.....	.....
14. Tallapoosa.....	337.50	.....	.....
15. Washington.....	450.00	450	Miss Florence Thomas, Talladega
	<hr/>	<hr/>	
	\$4717.50	\$3455	

The campaigns were to be put on during the summer with the exception of Marshall, which, at the request of the Field Agent, was begun in February.

The organizer selected for Marshall county was Captain Curtis, of Goodwater, a recently returned soldier. Superintendent Creel went with him on all his trips. Although the work was seriously hampered by the almost constant spring rains and the consequent conditions of the roads, we felt that the campaign was eminently worth while. The Albertville and Guntersville people believed in the movement to the extent of voluntary contributions amounting to \$600.00. A member of the County Board of Education told the Field Agent the adult school movement was the most popular thing the Board had ever projected.

For the summer campaign the suggestions given below were given to all workers:

1. Stimulate those attending school to be prompt and regular. Regularity will be half the battle of sustaining interest.

2. Let all the pupils know that if they do the work assigned, they will be given a certificate signed by the State Superintendent of Education; and encourage them to work to that end.

3. The test for "graduation" is ability to read the lessons in Country Life Reader, Book I, to write a letter at least a page in length, and to perform simple operations in arithmetic.

4. Hold before them the idea that the above can be accomplished in from three to six weeks by earnest application.

5. Encourage them to read the Bible, the newspaper, and a farm journal.

6. Have a regular period for lessons on history, civics, health, and thrift.

7. Give each pupil as much individual attention as possible, and let each one advance according to his ability, not trying to hold to the "class" idea.

8. Hold steadily to the immediate objective, that every Alabamian shall be able to read and write; and to the remote objective, that every Alabamian see the need of and desire earnestly for himself and for every other person the best possible education.

9. Be able to prove by concrete illustration that education pays—not only in dollars, but in the larger, more genuine reward, that of the spirit.

10. The greatest good to come from this work is the stimulus toward better citizenship and an appreciation of the value of education.

11. What we aspire for Alabama to be we must make possible for ALL her citizens to attain. This work is a step toward that consummation.

For various reasons, not necessary to be mentioned here, a few of the counties failed to put on the campaign as planned, keeping the appropriation to be used in the fall work. The Tallapoosa Board rescinded their action,

withdrawing the appropriation. A total of \$3,455 was expended besides the amount of \$350 spent for books.

Too much cannot be said in praise of the organizers and the volunteer teachers who labored so earnestly and faithfully during the hot summer weather. The work of Miss Phadra Norsworthy, of Montgomery, who went to Washington county as a volunteer teacher without compensation, is worthy of special mention, and is typical of the work done by the other organizers and teachers. She did a fine bit of community work at Yarbo, a saw mill village where she worked for three weeks. During that time she made 72 visits to the homes of the people to explain the work and to keep up the interest. In order that the mothers might be able to attend school in the afternoon, she gathered together all the small children, numbering twenty, for two and a half hours in the morning, teaching them besides work in books, lessons of sanitation, health, politeness, and play. For two and a half hours in the afternoon she taught 20 women, and at night, 19 men. She also taught 2 in the home, thus making a total of 61 people who came under her direct influence. The following extract from a letter from her will indicate something of the scope of her work:

“There is a family here who need immediate attention. The mother is a widow. She is feeble-minded and has four boys who are in the same condition. She has one little girl who is not quite so bad. They are all illiterate; they beg and steal and depend upon the public to take care of them; and they are half starved and really do not look like humans. Now what I want to know is this: Isn't there some institution state, denominational, or otherwise, where they can be sent? The little girl might be able to learn if she were taken away from them and placed in a more uplifting environment. I have talked with the manager here about them and he has agreed to see that they reached whatever place I could find for

them. As I have never had any experience placing orphans in homes or institutions, I appeal to you."

The statistics by counties are tabulated below:

County	No. of Illits. Interviewed	Number of Schools	Number Enrolled	No. learning to read and write	Age of oldest pupil	Average age of pupils	Average term		
							Weeks	Days	Hours
1. Blount	284	14	107	68	59	28	4	4	2
2. Cherokee	287	9	76	45					
3. Conecuh	38	5	183	28	62	23	6	5	3
4. Coosa	127	3	25	10					
5. Crenshaw*									
6. Escambia†									
7. Etowah*									
8. Jefferson		15	150	45					
9. Lamar*									
10. Lawrence		2	10	6	38	22	3	3	2
11. Madison		2	44	20	47	22	4	4	1½
12. Marshall	206	9	98	37	53	31	4	3	2
13. Washington	175	7	118	76					
14. Langdale		1	12	2	40	32	36	1	2½
15. Shawmut		1	25	2	40	25	36	3	2
16. Tallassee	35	1	20	7	55	40	24	2	1½
17. East Tallassee	19	1	10	10	60				
	915	70	1760	350					

*Postponed until fall.

†No report.

The Daughters of the American Revolution in Birmingham generously contributed \$100 toward the expenses of two teachers who went to Blount county and of a like number who went to Washington county.

The more significant results of the year may be summarized as follows:

1. Nine counties put on a special campaign in which 1,760 pupils below fourth grade were enrolled and in

which 350 learned to read and write; the other enrolled men were practically illiterate but all could read and write at the close of school.

2. There were schools at the mill villages, Shawmut, Langdale, Tallassee, and East Tallassee, continuing throughout the year, enrolling 67 pupils.

3. The counties spent \$3,455.

4. The Alabama Adult School Weekly used in the schools was printed free of charge by the Birmingham News.

FINANCIAL

RECEIPTS

Balance on hand October 1, 1918.....	\$2,732.02
Donations	2,079.89
Total Receipts	\$4,811.91

DISBURSEMENTS

Salaries of Field Agents and Special Workers.....	\$2,536.75
Traveling Expenses and Clerical Help.....	1,121.39
Printing	12.45
Total.....	\$3,670.59
Balance on hand, September 30, 1919.....	\$1,141.32

Respectfully submitted,

SARAH E. LUTHER,

Field Agent, Alabama Illiteracy Commission.

RURAL SCHOOL AGENTS

Through the courtesy of the General Education Board a sufficient amount of money is appropriated to the State Department of Education annually to make possible the employment of a rural school agent for special work among the white schools and another for similar work among the negro schools, including the necessary stenographic help. The men chosen for the work have had considerable experience in general educational work and as county superintendents and are therefore prepared to render a much-needed service. Some conception of their activities will appear from their reports which follow:

*Son. Spright Dowell,
Superintendent of Education,
Montgomery, Alabama.*

MY DEAR SIR:—Complying with your request, I am herewith submitting a brief report of the work of the Rural School Agent for the scholastic year closing September 30, 1919.

Since coming into the office in May of the present year much of my time has been spent in getting acquainted with the school laws, familiarizing myself with the working machinery by which they are put into execution and in studying the rural conditions peculiar to each county in the State. I have confined myself largely to executing the plans and carrying out the policies already adopted by the Department.

I am giving an average of two days each week to the duties of the office and four days to the work in the field. By far the greater portion of my time in the office has been given to the problems growing out of the erection, repair and equipment of school buildings. The administration of the law involves the examination of applications for State aid in the erection of new buildings and in the repair and equipment of new and old buildings, passing on titles to property deeded to the State, selecting and sending out blue prints carrying State requirements in lighting, heating, etc., and mailing out bulletins and instructions governing the construction of State buildings. This necessitates an almost endless amount of correspondence.

In the field my efforts have been confined to the following:

(1) Aiding in the erection and equipment of new buildings and repairing and equipping old ones.

(2) Encouraging, organizing and effecting both county and district tax campaigns.

(3) Planning and assisting in community gatherings looking to the consolidation of schools.

Erection, Repair and Equipment of School Buildings.

The statistical report given below shows the largest number of rural school buildings erected, repaired and of rural school buildings erected, repaired and equipped in the history of the Department. Many factors have contributed to these figures, the most important of which are: (1) an unprecedented prosperity in the rural districts leading to a growing desire on the part of the people for better home conditions, and a demand for improved school buildings meeting modern requirements for heating, lighting, and equipment; (2) the removal of the ban on building projects which stopped the construction of many important school buildings throughout the State during the war period, and which have been completed during the present scholastic year; (3) the amendment to the Constitution giving counties the right to levy a three mill county tax for school purposes and allowing the districts not only the privilege of levying a three mill district tax, but the right to issue long time interest-bearing warrants for the purpose of constructing school buildings.

		<i>State</i>	<i>Local</i>	<i>State and</i>	<i>Estim'd</i>
		<i>Approp'n</i>	<i>Funds</i>	<i>Local Funds</i>	<i>Cost</i>
New buildings	173	\$122,527	\$245,054	\$367,581	\$610,000
Repairs	115	26,930	53,860	80,790	134,650
Equipment	201	20,626	41,252	61,878	61,878
Total.....	489	\$170,083	\$340,166	\$510,249	\$806,528

The official figures given above were taken from the accounts of 61 counties in the State which show that only 6 counties failed to profit, during the past scholastic year, from State appropriations for the construction, repair and equipment of rural school buildings. These figures further show that 489 schools were benefited, that the State appropriated \$170,083 and the local communities put up at least \$340,166, making a total of more

than one-half million dollars. If a reasonable allowance be made for the actual cost we may safely conclude that the total expenditure amounted to \$806,528.

During the past year, 145 old buildings were repaired; new rooms have been added to 62 buildings, while 201 buildings have been equipped with patent desks; 173 new buildings were erected at an actual cost of \$610,000. Sixty of these buildings were of the one-room type, 56 had two class rooms; 21 were buildings carrying three class rooms, 9 had four class rooms; 21 carried five class rooms, 1 building had six class rooms and two were of the seven-room type, while three had eight class rooms. All buildings with less than 5 rooms carried work rooms, those with more than 5 rooms carried work rooms and auditoriums. These auditoriums will be a great incentive to the communities in which they are located toward encouraging community interest and in centralizing the efforts of the citizens toward social and educational advancement.

County and District Taxation.

Six counties have voted on and carried the three mill county school tax this year, namely, Autauga, Bullock, Barbour, Dallas, Sumter and Tallapoosa. Three mills in each of these counties will add \$125,000 to the support of their public schools. Only two of these counties held their campaigns since my connection with the Department, namely, Sumter and Autauga. I had no part in the campaign in Sumter but spent one week in Autauga county where the tax carried by a small majority. Lowndes and Cleburne are the only two counties in the State that have not voted the three mill tax. Cleburne has a campaign on and will vote on the county tax some time in December.

It is gratifying to know that 42 counties are voting the district tax. The number of districts voting in each county ranges from one in Clarke to thirty in Cullman

county, with a total of 312 in the entire State. As a result of these district levies, approximately \$500,000 is added to the school funds in the counties voting it.

Consolidation of Schools.

Consolidation in some measure has been effected in a number of counties during the past scholastic year. Many county boards of education after thoroughly studying the problem have deemed it wise not to undertake consolidation on too large a scale where a great deal of transportation would be necessary, but have rather confined their efforts to uniting two or three one-teacher schools into a three or four-teacher school. Where this policy is followed, most of the children are in walking distance and very little, if any expense is incurred.

Sixty-nine union or consolidated school buildings have been erected during the past fiscal year in rural communities; 14 were buildings with 2 rooms; 25 with 3 rooms; 12 carried 4 rooms; 15 were on the 5-room plan; 3 had 7 rooms; 1 was an 8-room structure and 1 a ten-room building. These buildings were erected at a cost of approximately \$400,000. Of this amount the State contributed \$76,100, while the remainder was furnished by the local communities.

The counties that have made notable progress in consolidation are as follows: Talladega, Madison, Escambia, Jefferson, Montgomery, Coffee, Lauderdale and Chambers.

Respectfully submitted,

R. E. LEDBETTER,
Rural School Agent.

Supt. Spright Dowell,
Montgomery, Alabama.

DEAR SIR:—The purpose of the following report is to set forth briefly the most important facts and figures concerning the activities of the various agencies employed

in the State for the promotion of negro education during the year 1918-1919. Detailed statements have been omitted as non-essential here.

Supervising Industrial Teachers.

Perhaps no more important work is being done than that by the supervising industrial teachers employed through the co-operation of the Jeanes Fund and county superintendents of education for the purpose of introducing into the rural schools simple home industries, giving lessons on health and sanitation, organizing clubs and associations for the improvement of school houses and grounds and the betterment of home conditions generally. In estimating the work of these teachers for the year, due consideration should be given to the unfavorable conditions under which they labored. They were sorely handicapped in their efforts, not only by the disturbed conditions resulting from the war, but also by the terrible epidemic of influenza which prevailed throughout the State. In many places schools were depleted and the people were unable to co-operate with the teachers in their activities for school and home improvement by reason of sickness. Be it said to their great credit, however, the more experienced teachers rendered invaluable service by assisting in nursing the sick ones back to health, by instructing the people how to combat the ravages of the disease, by teaching the observance of sanitary precautions.

In 26 counties, 28 of these traveling teachers were employed during the year for an average term of about 6.6 months, and at an average salary of \$58.00 a month. Out of this very modest sum they had to maintain themselves, and pay their own traveling expenses. On account of the inadequate compensation offered, it is not always possible to secure the best trained teachers for this important work. It is a source of satisfaction, however, to note the growing appreciation of the work in some of the

counties as expressed in increased appropriations for the better support of the teachers. The entire amount expended for the salaries and traveling expenses of the supervisors was \$9,876, which investment was repaid nearly two-fold in the sum of more than \$16,000 realized from private sources during the year, through their influence, for home and school improvement. These teachers visited regularly 714 schools in the counties where they worked, making in all 2,748 visits.

Home Makers' Club Agents.

In a sense, the work of Home Makers' Club Agents is but an extension of that of the supervising industrial teachers. The personnel of the teaching force remains unaltered. Only the name is changed and a slight variation made in the work. At the conclusion of their terms of service as supervising industrial teachers, they are employed for an average term of about three months during the summer vacation to encourage the planting and cultivation of home gardens, to stimulate to greater production and conservation of fruits and vegetables for home consumption, to give lessons in sanitation, and to instruct girls and mothers in the simple arts of home-making. In this particular phase of the work, 36 agents were employed in 28 counties. The following facts gleaned from their reports are interesting:

Number of clubs organized.....	634
Number girls enrolled.....	8,723
Number mothers enrolled.....	6,094
Total membership	14,817
Number of public canning demonstrations.....	581
Number of homes visited.....	2,731
Number quarts of fruits and vegetables canned for home use	412,742

This summer work is supported almost entirely by the generosity of the General Education Board.

Rosenwald Schools.

In the first part of this report, reference was made to the wholesome influence of supervising industrial teachers on the work of school building and improvement. No phase of the work among negroes is commanding such enthusiastic interest on their part as that of promoting the building of Rosenwald schools. The truth of this assertion is revealed by the fact that, since October 1, 1918, 61 communities have met the requirements of the State, and Rosenwald funds for school buildings of the one- and two-teacher types, which means that, at least, \$26,550 have been raised privately for school building and equipment. On account of the increased cost of building, however, it was found necessary, in nearly every case, to increase the private donations in order to complete the building project according to State regulations, so that the amount actually realized from private sources during the year exceeded \$35,000.

Scarcity and high price of labor and the difficulty of obtaining material have served to retard the work of building. Only 20 of the projected buildings were completed by the close of the year, but a number of others are in course of construction and will probably be completed at an early date.

Mr. Rosenwald's generous appropriations have been highly stimulating to this work, and as soon as the people realize the vast difference in the cost of building now as compared with pre-war times, they will contribute more liberally themselves and the work will be greatly facilitated.

County Training Schools.

Four new county training schools have been added to our list during the year, making a total of 15 at the present time. Especial attention is called to the excellent training school building recently completed at LaFayette, Chambers county, at an approximate cost of \$16,000, the

major part of which was contributed by the local colored people and their white friends. Choctaw County already had a handsome building, practically complete at the time the property was transferred to the State, estimated to be worth \$15,000. Randolph and Clark counties are preparing to erect buildings at an early date.

Vocational agriculture under the supervision of the State Board has been introduced in seven, and home economics in four of these training schools. Vocational agriculture and home economics have also been introduced into New Rising Star School, in Macon county, which serves as a practice school for the student teachers of Tuskegee Institute.

Extension of School Terms.

With the aid of the Rosenwald extension fund, 66 public school terms were extended during the year. In the case of one-teacher schools, the term was extended from five months to seven months; and in the case of two-teacher schools, from five months to six months. The condition in each case being that the local people, or county board of education, match the amount of Rosenwald aid sought. In one county, five schools, other than Rosenwald schools, had their terms extended two months through the co-operation of the Slater board, and county superintendent of education.

Summer Schools.

In addition to the summer school at Tuskegee Institute, in which 111 Alabama Rosenwald teachers were enrolled, six weeks summer schools were conducted at Miles Memorial College, Birmingham; Stillman Institute, Tuscaloosa; Selma University, Selma; State Normal School, Montgomery; and Broad Street Academy, Mobile. These schools together enrolled 658 teachers.

The small, specially planned summer school, is a very effective agency for the better preparation of negro teach-

ers for the work of the primary and elementary schools, and it is hoped that the number may be increased so as to bring the advantages they offer within reach of a larger number of teachers.

State Supervision.

By the combined aid of the Jeanes Fund and the General Education Board, the Department of Education was enabled to employ a State Supervising Agent to assist the Rural School Agent in the work of supervision. This State Agent spent the greater portion of her time in the counties visiting, with the supervising industrial teachers, the schools in which industrial classes had been organized, observing the work and suggesting definite plans for its improvement. She also exercised as close supervision as possible of the work of sanitation and general activities for the betterment of neighborhood conditions.

As in the past, the Department employed two colored institute conductors to hold institutes in the several counties of the State for the better training of teachers in service while for the reduction of illiteracy among negroes the Alabama Illiteracy Commission kept a colored agent in the field throughout the year.

Respectfully submitted,

J. S. LAMBERT,
Rural School Agent.

CONSOLIDATION

Until recent years Alabama had followed the popular demand by greatly increasing the number of school districts in every county so as to bring a school as near the door of each citizen as possible. This tendency had also been strengthened by the plan of distributing State aid for the erection and repair of school buildings, since the same amount of help was given unconditionally to the individual school no matter what its size.

We have therefore not been in position to promote consolidation for more than two or three years—that is, since the county unit of administration was adopted, and the coming of the war and the necessity of first voting the county tax before the districts could exercise the privilege, further impeded progress.

The time has now come, however, when a definite building and consolidation program can be projected. Under the present law, aid is granted in proportion to the number of rooms provided, with additional help when an auditorium or workroom is included. It is not to be understood, however, that nothing has been done in Alabama in the way of consolidation, for in a number of counties promising beginnings have been made. Mobile, Chambers, Lauderdale, Madison, Montgomery, Escambia, Marion, and some other counties have planned deliberately to arrange their school districts, to vote district tax levies, to provide modern school buildings, and to transport pupils.

Perhaps the most workable example of consolidation in the State is the Five Points School in Chambers county, where a number of schools have been brought together at a convenient center, in a modern building and with good equipment. This school is in a strictly rural territory, serves a large area, and is doing work that is probably unexcelled in most cities of the State.

The most advanced type of consolidation which has been effected is the Pike Road School in Montgomery county. Several one-room schools were discontinued and on a site consisting of some forty acres one of the most modern school buildings to be found in the State was erected. The entire facilities of the school are excellent, only trained teachers are employed, and since Montgomery county has an excellent system of roads, an ideal plan of transportation has been worked out.

Similar enterprises, though not quite so pretentious, have been undertaken with evident success in Jefferson, Madison, Talladega, and a few other counties. The most conspicuous work of the year, perhaps, has been in Talladega county where promising consolidation projects are well under way and modern buildings are nearing completion in the communities of Fayetteville, Winterboro, and Munford.

For the reasons already stated, and since the Legislature has authorized the reorganization of the course of study on the 6-3-3 plan, the Department of Education has not yet thought it best to enter upon a too active consolidation campaign, and until the course of study has been planned, it will probably be wise to continue the policy of not agitating the question for the present except in communities where the sentiment is already favorable.

There is a somewhat general unwillingness on the part of parents to have the younger pupils transported, and since the roads in many parts of Alabama are impassable at certain times during the winter months, it seems quite probable that in many counties the better plan will be to place a two- or three-room school building in walking distance of the pupils wherever practicable and to transport only the older pupils to schools where work above the elementary grades is offered. Since the elementary school is to be reduced to six years, this will make it possible to do a satisfactory work in giving the pupils the tools of learning within walking distance of their homes. Even where it is possible to employ only one teacher the reduction in the number of grades will make for a better quality of work.

It seems plausible therefore that if a county system can be worked out on the plan of having an elementary school of six grades within walking distance of every

pupil, and of having junior high schools covering the work of the seventh, eighth and ninth grades located at convenient centers throughout the county so that the children of high school age can be transported to them, better results will be secured than could come from consolidation on a more comprehensive scale.

This plan is more economical, will make it possible for pupils of secondary age to get better instructional advantages while living at home, and is further strengthened by the fact that where elementary and high school pupils are transported to the same school, the leaving time of pupils occasions quite an inconvenience to the younger pupils, as well as to the school. In the strictly rural county, the county high school might then become a senior high school in fact, making a complete scheme of education from the primary grades through the high school.

Nobody today questions the obligation of the State to place a secondary education within the reach of every boy and girl—a problem, however, which cannot be solved until a more orderly arrangement is had, and until courses of study are enlarged to include training for those who are to stop school soon and go to work as well as for those who are to go on to college or to the University.

In addition to more liberal provision for State aid in the erection of school buildings by which help is given in proportion to the size of the buildings to be erected, the new code also makes provision for the appointment of an architect and an inspector who will give their full time to the work. This will release much time of the rural school agents for more constructive work and make it possible for them to assist in creating sentiment for consolidation and in seeing that it is effected.

COUNTY SUPERVISION

County Superintendent

An unanswerable argument for supervision is the better school facilities in cities and towns as compared with those in rural districts. In the former greater attention, as a rule, is paid to selecting persons with proper qualification, and since the organization is more compact the superintendent is able to direct and supervise the work of instruction so as to develop his teaching force as well as to secure the co-operation of the public. Just the opposite is too often true in the rural community. The teacher is probably a beginner, of mediocre ability, or has passed the age of greatest usefulness. The county superintendent must give a good deal of time to the larger administrative problems, and since the necessity of supervision does not appear so immediate and the failure to give it is not so open to immediate criticism, the temptation is to stress the external work, such as building, and to neglect the internal work of training and supervising.

Then, too, at least one school out of three in the rural community is a one-room school; the teacher stands alone and lacks personal contact with fellow teachers who are grappling with similar problems. It has been stated elsewhere in this report that a minimum staff consisting of the superintendent, a supervisor of primary work, and a stenographer should be provided for every county, and this minimum was embodied in the school code as originally written. To meet the protests of a few counties that were not ready for this forward step the provision was made optional and as a result some promotional work must be done before these counties catch the vision. A number of supervisors have been added this year, however, and it seems reasonable to assume that all counties will fall in line within the next year or two.

The activities of the State Department of Education through its staff and the concrete evidences of progress which are noticeable where supervision has been tried, will undoubtedly develop a new emphasis on supervision with reasonable provision for it.

The passage of the county board law in 1915 and the enactment of the school code in 1919 give Alabama about as modern machinery as could be devised. During the last quadrennium at least forty-five of the sixty-seven county superintendents were retired and almost without exception better qualified men took their places. There are still a few holders-on but they, for the most part, are men who have had the vision to keep abreast of the times or who, because of the veneration in which they are held for service rendered in the past, are still continued in office. The standard of qualification for the position has been decidedly strengthened under the new code, and when any present incumbent retires it will be a rare exception if a better trained man does not succeed him.

The relation of the county superintendent to principals and teachers should largely parallel that of the State Superintendent to county and city superintendents. The building up of a craft spirit, the stimulation of professional growth, the interchange of ideas, and the faithfulness in execution of work and in the submission of reports are essential to success. No county superintendent has any right to expect any greater loyalty or any prompter response on the part of his teachers than he himself shows to the State Department of Education. The work of all should be faithfully done and harmony and sympathy should always abound. It will not be amiss to recite here some qualifications that would seem to be essential if a superintendent is to do his work satisfactorily.

I. Common qualifications:

1. A general education—high school, and college or university course.
2. Administrative ability.
3. General information concerning community, county, state, nation and world affairs.
4. Personality, tact and ability to “get along.”
5. Ability to promote new propositions.
6. Foresight—That rare quality of seeing ahead and preparing for emergencies before they arrive, and the ability to meet emergencies without excitement or nervous manifestations.
7. A knowledge of men and women and the ability to compel willing and loyal support from them.
8. An understanding of the political aspects of the community and State, and the ability to be a factor in them without becoming a subject of bitter partisan attack.

II. Special qualifications of superintendent.

1. Definite professional training.

- A. Administrative.

- a. Clerical ability, including the making of pay rolls, budgets, reports, etc.
 - b. Technical knowledge of the various types of schools and their organization—elementary, high schools, special school systems and experiments in educational procedure.
 - c. A knowledge of the history of education, particularly of elementary education in the United States.
 - d. Practical ability for organizing the teachers in service.

- B. Supervisory—

- a. Technical knowledge of teaching processes.
 - b. A mastery of the problems of classroom management.

- c. A knowledge of modern ways of measuring the work of the teacher, and the ability and progress of the pupil.
- d. Some definite knowledge of the vocational needs of the county and the ability to wisely direct the teachers in giving vocational guidance instruction to pupils in the light of local needs and the capacities of the pupils under consideration.
- e. A first hand knowledge of current educational movements secured through personal visits and interviews with leaders in charge of these various lines of progress.

CITY SCHOOLS

The word city as used in Alabama includes any municipality of 2,000 or more inhabitants. This basis of differentiation came from a decision of the Supreme Court, and an act of the Legislature whereby the schools of all incorporated towns of 2,000 or more inhabitants are placed under the control of the city board of education, and all other districts under the county board of education.

This classification is retained in the new school code except that the population is determined by the returns of the last Federal census. There is the further proviso, however, that any incorporated towns of 1,000 or more inhabitants according to the last or any succeeding Federal census may also exercise the rights and privileges of a city in so far as the conduct of its schools is concerned, provided that its board of mayor and aldermen or other governing body chooses to elect a city board of education to exercise the said control.

Quite naturally the school facilities in the cities are relatively much better than those in the country, and the

school terms are correspondingly longer. This is made possible by the fact that cities are empowered under the Constitution to levy a five-mill tax for general purposes and can appropriate from the tax proceeds substantial amounts.

As great as may be the advantage that the city schools enjoy over those of rural districts, they are still as a rule far from ideal. Many of them are levying both the five mills allowed under the Constitution for general purposes, and the three mills for school purposes. A constitutional amendment to be voted on ninety days after the Legislature adjourns will, if adopted, confer the power on forty-two cities to levy an additional tax of three mills for general purposes. This will mean still further appropriations for the schools.

The enrollment of white children in the elementary schools of the cities totaled 54,345, an increase of 4,337 over the corresponding figures for the preceding year. The enrollment in the colored schools of elementary grade was 26,598, a decrease of approximately 700 over the number for the preceding year.

The enrollment of pupils in high school grades was 8,679, or an increase of approximately 300, while in the high schools for negroes, the enrollment was 1,060, an increase of 47.

The average attendance on the part of the white children in elementary grades was 37,547, and 16,336 in negro schools. In both cases an increase over the corresponding figures for the preceding year.

The average attendance of white pupils in high school grades was 7,025, and in negro schools, 889, in both instances an increase over the number for the preceding year. These figures also bear testimony to the increasing efficiency of the compulsory attendance law.

The length of term in the schools for whites was 171 days and in the schools for negroes, 160 days. In the

work of instruction in the city schools 1,604 white teachers were employed and 464 negro teachers, the numbers in both instances representing a substantial increase.

Schoolhouses and sites for white schools were valued at \$4,788,410 and for negro schools, \$403,544. The value of equipment in the white schools was \$456,724, and in the negro schools, \$55,330, in every instance an increase over the corresponding figures for the preceding year.

The average salary paid white teachers for the year was: Male, \$1,345; female, \$698; while for negroes, \$602 and \$386, respectively, were the corresponding averages. The relatively larger amounts paid men is explained by the fact that a much larger number hold the positions of superintendent and principal which carry with them larger responsibilities and remuneration.

The teachers in city schools received in the aggregate \$1,077,003 while the negro teachers received \$189,531, a small increase in the case of white teachers and a somewhat more substantial one in the case of negroes.

On the whole it may be concluded that the conditions prevailing in the city schools of Alabama compare somewhat favorably with those to be found in city schools throughout the country in so far as provision for the teaching of the usual elementary subjects is concerned. The fact remains, however, that courses of study need reorganizing and practical training of an occupational bent must be included. With the 6-3-3 plan in operation, and with growing financial support and public interest, it would seem that at no very distant day our city schools will be able to meet the reasonable requirements of society and of the State.

COUNTY HIGH SCHOOLS

Each county of the State is entitled to receive the sum of \$3,000 annually from the State treasury for the maintenance of a county high school provided reasonable requirements in the way of site, building and equipment have been met. Fifty-seven of the sixty-seven counties of the State have met these requirements and received State aid during the year. As a condition precedent to the location of a county high school it has been the policy of the State High School Commission to select some community in the county that would donate at least five acres of land and erect thereon a building of suitable character and acceptable to the State High School Commission for high school work. The unusual increase in the cost of building material and other conditions growing out of the war have doubtless operated to prevent at least some of the ten remaining counties from qualifying.

Under the present law, the county high schools are under the control of the State Board of Education and new schools may be located upon recommendation of the State Superintendent. The Board, however, will require ten acres of land and the erection and equipment of a building worth not less than \$25,000 before approving it for State aid. At least three counties are interested in establishing county high schools and most likely will take the necessary steps within the next year.

By legislative enactment, county boards of education and boards of revenue or courts of county commissioners are empowered to grant aid to county high schools and each school is also authorized by statute to collect an enrollment fee of \$2.50 per pupil per term. The total income of the schools for the year ending September 30, 1919, was \$267,605, an increase of more than \$20,000 over the corresponding figures for the preceding year.

Under the new school code, as already stated, all county high schools are under the control of the State Board of Education. The policy of the State Board is to invite the co-operation of the county board of education in the control of the school. The duty of nominating the principal is placed upon the county board of education and the duty of nominating the assistants is placed upon the principal. Eligibility as principal or teacher is based upon college graduation. Unfortunately, the same influences that have operated to reduce efficiency of elementary schools have also operated to lower the character of work of county high schools. It has even been necessary in a few instances as a temporary expedient to allow teachers with less than college graduation to do high school work. This condition, however, will be remedied promptly.

The property of the county high schools, which was valued last year at \$887,665, shows an increase for the present year of 21% or a total valuation of \$1,072,865.

In the matter of enrollment, the total for the year ending September 30, 1919, was 6,129, or a net increase of 26 over the corresponding number for the preceding year. This is a somewhat discouraging record, as will be readily understood when it is recalled that the figures of last year represented a decided decrease over the enrollment for the year 1916-17. The full significance of the figures, however, is not gained until a closer examination reveals the fact that the decrease in the number of boys downward was from 3,352 in 1917 to 2,883 in 1918 to 2,681 in 1919. There is slight compensation in the fact that the number of girls in high school attendance grew from 3,133 in 1917 to 3,220 in 1918 to 3,448 in 1919. After all, these latter figures represent but a normal increase, and should in no sense blind us to the serious fact that all too small a percentage of boys are taking advantage of the opportunities for secondary education.

In the number of graduates, the figures are consistent with those already stated, the number of boys decreasing for the last three years from 315 to 249 to 207, the number of girls on the other hand growing from 321 to 370 to 422.

When we inquire into the teaching force we find that the same disparity appears, that although the number of teachers was increased by 4, there was an actual falling off in the number of men employed during the year amounting to 10.

It has been recognized for some years that the chief defect in our county high school system is the lack of an adequate plan of supervision. The budgets of the schools aggregate more than a quarter of a million dollars, and yet no close oversight has heretofore been provided. It is true that the University with the aid of an appropriation from the General Education Board has kept Mr. J. S. Thomas in the field and he has reported regularly to the Department of Education. It is also true that the Alabama Polytechnic Institute kept its professor of secondary education, Mr. W. C. Blasingame, in the field and he also reported regularly to the Department of Education. While much praise is due for the valuable assistance they gave, it will readily appear that this was not serious supervision. Since they were paid from other sources, quite naturally they felt their first duty to the institution sending them out. This attachment furthermore necessarily prevented the frankness and constructive criticism that would have come from direct responsibility to the State Department of Education.

The Legislature of Alabama, realizing this condition, made an appropriation to cover the salary and expenses of a State Supervisor of Secondary Schools, and Mr. Leo H. King, a man of thorough training and broad experience both in junior and senior high school work, has been selected. The General Education Board, too, at a recent

conference of University presidents and State superintendents of education, agreed to transfer the work of high school supervision from the University to the State Department of Education, and to provide a teaching professorship of secondary education at each state university. This means that the State Department of Education will have two experienced secondary men in the field and will be able to direct, as the new code contemplates, the work of secondary education in Alabama in all classes of high schools.

The effect that this new arrangement will have in the reorganization of the work of junior and senior high schools, upon high school attendance, upon the accreditation of secondary schools and upon college entrance standards will prove both timely and helpful.

It is too early to say whether the county high school is to be a senior high school or is to combine the work of the junior and senior high schools. Quite likely uniformity will not be found to be desirable. One thing is sure, their work is to be closely supervised and school boards may safely make larger investments in them.

STATE SECONDARY AGRICULTURAL SCHOOLS

Alabama has maintained for many years nine branch agricultural schools and experiment stations, one for each congressional district. By the redistricting act of 1915 a tenth district was added and it so happened that two schools were included within the limits of the seventh district, while the sixth and ninth districts were left without agricultural schools altogether. The annual legislative appropriation to each agricultural school has been for some years \$4,500 with the proviso that one-sixth of this amount should be used for the specific work of agriculture. The receipts of each school were further augmented by the collection of fees totaling something more than \$10 per pupil for the year.

The control of the schools was lodged in an executive committee composed of ex officio members as follows: the Governor, the Superintendent of Education and the Commissioner of Agriculture, and this executive committee with the addition of two members from the district in which the school was located constituted the Board of Control for each district agricultural school.

In the days before county high schools were established, the agricultural schools filled an almost unique place in the field of secondary education, but with the advent of the State-supported high school in each county, the agricultural schools not only lost their hold upon popular favor, but their attendance and efficiency were correspondingly lowered. This disadvantage was further emphasized by the fact that county high schools often received appropriations from the boards of education or boards of revenue and were therefore in some instances able to do a better grade of work than the agricultural schools, which in a majority of cases became simply local high schools, in which a somewhat abortive attempt was made to teach agriculture to pupils who were much more interested in other things.

The Alabama Education Commission in its study of school conditions wisely decided that the operation of the Smith-Hughes law would make it possible for the agricultural schools to render a distinct service, provided they were granted a substantial increase in appropriation and their work limited to the teaching of vocational agriculture and vocational home economics with the necessary fundamental subjects and allied branches to round out their training and at the same time to keep the avenue to higher institutions of learning open.

It is to be regretted that the financial condition of the State did not enable the Legislature to do more than grant a 66 $\frac{2}{3}$ per cent. increase in the amount of the annual legislative appropriation. When it is recalled, however,

that the State Board of Education, through the appropriations under the Federal and State laws for vocational education, can supplement this amount by at least 33 1/3 per cent. it will be seen that the schools will have at least twice the opportunity from the financial standpoint to function efficiently in the future.

The Legislature also made the erection of a dormitory at each school within the next four years obligatory, changed the names to State Secondary Agricultural Schools, and made it possible to introduce a new course of study along the lines indicated at the beginning of the next scholastic year. Vocational agriculture is being taught in all of these schools the present year, although the results are not satisfactory in most instances, they are such as to justify the changes proposed and to give promise of future success.

The enrollment of the agricultural schools for the year covered by this report numbered 1,312, a decrease of 273 over the enrollment of 1,585 for the preceding year. The number of graduates also shows a corresponding decrease from 148 in 1917-18 to 104 in 1918-19. As in the case of county high schools, there was a decided falling off in the attendance of boys, the number in attendance in 1917-18 being 560 and for 1918-19, 505, a net decrease of 55. In the case of girls, there was a small increase, the enrollment in 1917-18 being 579, and in 1918-19, 599, a net increase of 20.

In the number of graduates, the decrease in the number of boys was from 50 to 34 and in the number of girls, from 92 to 70 as compared with the figures for the preceding year.

In the number of non-resident pupils, the figures are somewhat more favorable. In 1917-18, they numbered 2,478, while in 1918-19, they numbered 2,535. Once more, the number of preparatory pupils was 208, while in 1918-

19 it was 270. This, too, is a somewhat healthful tendency.

For the work of instruction in the agricultural schools 44 teachers, 18 men and 31 women were employed. The combined value of buildings and sites was reported as \$236,500, with general equipment valued at \$17,757, scientific apparatus worth \$5,048, and libraries valued at slightly more than \$6,000. The budgets of the schools for the year aggregated \$884,827.

During the year the ninth district agricultural school at Blountsville, a frame structure, was destroyed by fire. The school, which is now housed in a temporary structure, is to be rebuilt during the current year on a new site adjacent to the school farm. The citizens of the community have raised a substantial sum with which to match the legislative appropriation and the amount received from the insurance policies.

The future of the State Secondary Agricultural Schools will be determined perhaps by what they do during the present quadrennium and perhaps is secure provided the right reorganization is made, the proper emphasis to vocational and scientific education given, and men placed at the head of them who have the vision, the ability and the application to direct them.

NORMAL SCHOOLS

The State maintains six normal schools for the training of white teachers, four ranking as Class A, and two as Class B, the former located at Florence, Jacksonville, Livingston and Troy; the latter at Daphne and Moundville. The Class A schools have received heretofore an annual appropriation of \$20,000, and the Class B schools an annual appropriation of \$5,000 each.

The function of these schools has been pretty definitely fixed as the preparation and training of teachers of elementary schools with special emphasis on the needs of

rural and small town schools. The Legislature of 1919 made a specific appropriation to each of the four Class A normal schools for the erection of modern practice schools, and a conditional appropriation to the normal school at Daphne. Likewise the appropriations to each school for maintenance and support were increased on an ascending scale for the quadrennium.

Since the school at Daphne is in the extreme southern portion of the State and might serve a large area that cannot well be reached by any other normal school, more liberal provision was made for it than for the others, looking toward the elevation of it to the Class A rank. The school at Moundville was also given the opportunity to receive additional financial support, if the prospects shall justify the State Board of Education in granting it. The Board also has it in its power to move the school or to discontinue it altogether.

The new legislation governing the normal schools assumes that the practice school is the very heart of the normal school—that the normal school is the logical agency to train teachers for elementary schools—that this training should stress those subjects which will fit rural conditions—and that any wise policy for the improvement of the schools must make liberal provision for a better trained teaching force.

Under the new law, the State normal school board is discontinued and its powers and duties given over to the State Board of Education. This means that the schools will be placed in their proper relationship to elementary schools, high schools and institutions of higher learning; that their courses of study will be such as to fit in with the needs of the schools; that their teachers will be certificated without examination; and that extension courses in education will be inaugurated.

The State Board of Education has already begun to plan for this larger career of usefulness. At the begin-

ning of the next year a uniform salary schedule will be announced, only teachers meeting certain technical qualifications as to training and experience will be employed, and a general improvement in the tone and character of the work provided for. No class of schools has a finer opportunity to do acceptable and needed school work in Alabama, and under the control of the State Board of Education, it is believed that their future is assured.

The enrollment in the normal schools proper last year totalled 1,987, while 866 pupils were enrolled in the several model schools. The number of graduates was 270, 26 males and 244 females, an increase of 44. It is to be regretted that while the number of females in attendance and in the graduation classes shows a substantial increase, the number of males shows a decided decrease.

In the work of instruction, 73 teachers were employed, 27 men and 46 women.

The receipts for the year aggregated \$309,263, which includes \$91,725 paid for board. This deducted, the receipts were more than \$100,000 in excess of the amount of \$90,000, the total of the State appropriations.

The value of buildings and sites was reported as \$684,500, with equipment valued at \$53,000 and other teaching apparatus valued at \$13,575. The reports also showed a total of 20,129 volumes in the libraries with a cash value of \$25,195.

In addition to the schools for whites, the State also maintains a normal school for negroes located at Montgomery, and makes an annual appropriation to Tuskegee Institute and to the Agricultural and Mechanical Institute for Negroes at Normal, both of which offer normal courses. These three schools have a total enrollment of 1,505 with an additional 979 in the practice schools. They have a teaching force numbering 255 composed of 126 men and 129 women, and their graduates numbered 61 men and 125 women, or a total of 186.

The property of these schools, included buildings and sites valued at \$1,429,267, equipment valued at \$335,749, and other equipment valued at \$31,700. When contrasted with the corresponding figures for whites, these totals appear surprisingly large. This is due to the magnitude of Tuskegee Institute, which of itself, reports 1,453 pupils, 198 teachers, with buildings and sites valued at \$1,211,967, and equipment valued at \$245,249. Of the total receipts aggregating \$641,695, \$590,531 were reported from Tuskegee.

The Legislature made a substantial increase in the amount appropriated to the State Normal School at Montgomery. It also increased the annual appropriation for the Agricultural and Mechanical Institute at Normal, from \$4,000 to \$15,000 per annum and would have substantially increased it further but for the active opposition of the local representatives in the Legislature.

The appropriation to Tuskegee Institute was made on the flat basis of \$5,000 annually. This was given not as a measure of its needs but as a token of the faith and good will of the State.

The State Normal School at Montgomery and the Agricultural and Mechanical Institute which have heretofore been governed by separate boards have now been placed under the State Board of Education, and it is believed that with the increased aid and direct oversight of this Board they will both not only do a better quality of work, but will perform the specific service for which they were created.

UNIVERSITY, AUBURN AND MONTEVALLO

The institutions of higher learning in Alabama compare favorably with similar institutions in other states but they have not received nearly enough funds to enable them to do their best work. Their usefulness has been more or less curtailed because of the loss of effort which

comes from the duplication of certain kinds of work, a condition that was to be expected so long as they were under the control of independent boards.

The Constitution of Alabama provides for a board of trustees both for the University and for the Alabama Polytechnic Institute, and the Legislature was therefore powerless to bring them under unified control. Since this was true, it seemed best to create a State Council of Education whose specific duty is to discover what lines of service each institution should pursue and to bring all the moral force possible to bear on the several institutions to confine their activities to the fields suggested.

Inasmuch as the Alabama Technical Institute and College for Women is also to train teachers of home economics under the Smith-Hughes law; it was thought best to include it with the other two institutions under the State Council of Education, which, as already indicated, is to serve figuratively as a league of nations for educational institutions of higher learning in Alabama.

It is, of course, too early to say what the effect of the Council will be, and what attitude the institutions will assume toward its recommendations. Since, however, the Council is to be composed of the Governor, and the State Superintendent of Education as ex officio members, two members of the State Board of Education, and the president and one member of the Board of Trustees of each institution, it is believed that what could not be accomplished by legal force because of constitutional limitations will be secured through this guiding agency. It can be confidently stated that the relations which existed during the session of the Legislature, and since, are noticeably more cordial and sympathetic than ever before.

The reports of the presidents of these institutions appear elsewhere in this pamphlet, and detailed information about any phase of the work in a particular institution may be had upon application to the president.

PRIVATE AND DENOMINATIONAL SCHOOLS

WHITE

The public school system of Alabama is supplemented by a number of private, denominational and parochial schools. Under the present law, each school is required to register at the beginning of the fiscal year, October 1st, and to submit a financial and statistical report at the close, that is, by September 30th. It is also expressly stipulated in the law that these schools shall make such other reports as may be prescribed by the State Board of Education, and that all schools in which pupils within the compulsory attendance ages are taught shall make monthly reports conforming to the requirements of that statute.

Beginning with the scholastic year, October 1, 1920, no private, denominational or parochial school can be approved as fulfilling the legal requirements for teaching pupils of compulsory attendance age unless every teacher giving instruction holds a teacher's certificate issued by the State Department of Education. The State further puts its stamp of approval upon private schools that meet the required standards by certificating their graduates on the same basis as those of State institutions of higher learning.

In return for the consideration which recent legislation provides for other than State schools, one principle should not be overlooked—namely, since the State owes it to every child to see that it gets at least a reasonable minimum of educational opportunity, this responsibility can be delegated to a private institution only when the State is satisfied that reasonable standards are to be maintained. It will also readily appear that the failure on the part of any institution to report what it is doing necessarily contributes to Alabama's embarrassment when the

statistics for this State are contrasted with those for other states.

It is the policy of the State and of the Department of Education to recognize at its face value the contribution that private, denominational and parochial schools are making to the State in the provision of school facilities and in the promotion of educational propaganda, and due acknowledgment is hereby made to all such institutions which are cooperating in the manner contemplated by law.

The number of the schools reporting in 1917-18 was 66, while in the year comprehended in this report the number increased to 83. For the same years, the enrollment was 8,948 and 10,337, respectively, a net increase of 1,389 pupils. The pupils enrolled were classified as follows:

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Elementary grades	2,962	3,109	6,071
Secondary grades	1,544	1,299	2,843
Colleges	709	714	1,423
	<hr/>	<hr/>	<hr/>
	5,215	5,122	10,337

Classified on the basis of residence, 3,506 were boarding pupils and 6,831 were day pupils, while the average length of term was 179 days.

The average age of the pupils was 10 years for elementary schools, 16 years for secondary schools, and 19 years for schools of collegiate rank. The percentage of attendance, based on enrollment, in elementary grades was 75; in secondary grades, 81, and in colleges, 85. The number finishing the elementary school was 245; the secondary school, 348; while the number who finished the collegiate course was 123.

The teaching force was distributed as follows: males, 28 in the elementary school, 87 in the high school, and 62 in the collegiate department; while the corresponding

figures for females were 175, 138 and 42, respectively, or a total teaching force of 532. Perhaps the most significant fact about these schools is the relatively high percentage of attendance.

The property of the schools was reported as follows:

School buildings and sites.....	\$3,774,385
Equipment	256,384
Libraries	142,678
<hr/>	
Total.....	\$4,173,447

The annual income of the schools for the year was as follows:

Endowment	\$ 25,175
Benefactions	83,853
Tuition	701,080
Other sources	171,451
<hr/>	
Total.....	\$981,559

The total just given shows an increase of more than \$290,000 over the corresponding figures for the preceding year. This decided advance must be explained in part by the increase in the number of schools reporting, but even after due consideration is given to this element, there still remains satisfactory evidence of growth. The figures quoted above show unmistakably that private schools are rendering the State a valuable service.

ALABAMA EDUCATIONAL ASSOCIATION

This is a voluntary organization for the promotion of the craft spirit among teachers throughout the State. It serves the profession in many ways—among them, by bringing in the best talent from the country at large to discuss the present day problems of education; by bring-

ing the teachers together to discuss their own problems and to formulate new plans of work; by building up a professional and social attitude among teachers; by serving as a clearing house through which educational propaganda and legislation may be directed; by giving to the State Department of Education the opportunity to bring to the teachers an outline of its plans and policies. The Association publishes an Annual containing its full proceedings and a list of its members. It also publishes a quarterly bulletin which is usually a monograph on some vital educational subject.

The affairs of the Association are directed by an executive committee which consists of five of the most progressive teachers in the State, and so effectively do they plan that the annual program is of the highest character and the annual membership in normal times exceeds two thousand. A number of departments as well as independent organizations find at the annual meeting the most opportune time to bring to the attention of the teachers such definite studies and policies as the conditions of the school work in the several fields seem to make wise. Since the organization is voluntary and without any official bias, and since it has for its sole purpose the professionalization of teaching, its value to the State and more particularly to the craft, is inestimable.

OFFICERS 1918-1919

MISS CORA PEARSON, President.....	Florence
ZEBULON JUDD, First Vice-President.....	Auburn
MRS. E. A. ECHOLS, Second Vice-President.....	Birmingham
J. M. ATKINSON, Third Vice-President.....	Athens
J. ALEX MOORE, Secretary.....	Jasper
T. W. SMITH, Treasurer.....	Montgomery

EXECUTIVE COMMITTEE

W. C. GRIGGS, Chairman.....	Gadsden
S. S. MURPHY.....	Mobile

T. W. PALMER.....Montevallo
 PRESIDENTEx-Officio Member
 SECRETARY.....Ex-Officio Member

STANDING COMMITTEES

ON RESOLUTIONS

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 G. W. Brock, Livingston
 G. M. Barnett, LaFayette
 K. G. Hoover, Marion
 Miss Mamie Ware, Selma
 Miss Ethel King, Evergreen

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 J. B. Clark, Montgomery
 Mrs. R. L. Faucett, Prattville
 S. R. Butler, Huntsville
 R. L. Marchman, Ozark
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 Jesse H. Wheeler, Scottsboro

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N. R. Baker, Birmingham
 Miss Sara Luther, Montgomery
 Miss Mae Fanes, Mobile
 Miss Birdie Belser, Dothan
 Claud Howard, Jacksonville
 Lucian Jones, Gadsden
 J. L. Moulder, Plantersville

GOOD OF PROFESSION

A. F. Harman, Selma
 B. B. Ross, Auburn
 W. R. Harrison, Montgomery
 J. S. Thomas, University
 Miss Aline Bright, Mobile
 Miss Loula Bradford, Birmingham
 Miss Maud Lindsay, Sheffield
 C. A. Brown, Birmingham

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George Petrie, Auburn
 J. J. Doster, University
 Thos. M. Owen, Montgomery
 J. H. Phillips, Birmingham
 E. M. Shackelford, Troy
 T. W. Palmer, Montevallo
 Mrs. Susan K. Vaughn, Florence
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 H. G. Dowling, Montgomery

LEGISLATION

Spright Dowell, Montgomery
 J. Alex. Moore, Jasper
 T. W. Palmer, Montevallo
 W. B. Riley, Tuskegee
 R. V. Allgood, Birmingham
 Miss Clutie Bloodworth, Florence

COUNTY ENROLLMENT

George A. Harris, Monroeville
 Charles A. Baker, Andalusia
 D. O. Warren, Florence
 C. F. Vigon, Mobile
 Mrs. Floribel Ohme, Birmingham

ORGANIZATION N. E. A.

J. H. Phillips, Birmingham
 J. J. Doster, University
 N. R. Baker, Birmingham
 C. C. Thach, Auburn
 P. W. Hodges, Dothan
 J. R. McLure, Troy
 W. C. Griggs, Gadsden
 H. L. Upshaw, Eufaula
 Julius Wright, Mobile

PENSION

C. B. Glenn, Birmingham
D. A. McNeill, Talladega
E. S. Pugh, Union Springs
Mrs. Susan J. Price, Florence

AUDITING

L. L. Vaun, Bessemer
W. H. Storey, Carrollton
E. G. McGehee, LaFayette

CONCLUSION.

In the light of the facts and observations contained in this report, it may be frankly stated that Alabama, while still far down the line in public school development and support, is making as rapid progress perhaps as any State in the Union. From the administrative side we have school machinery that is about as modern as we can hope to have until a constitutional convention shall have removed certain inhibitions which though largely minimized under the new code, will yet hold us back.

Then, too, in the matter of school support, Alabama is still far from doing her duty to her sons and daughters, but the increased appropriations to all types of education, the substantial increases to come from the new revenue measure, and the larger returns to come from local taxation will gradually enable the schools to do better work under increasingly better conditions.

While we may not cease to keep before the public the need for adequate financial support, the time has come when the internal work of the schools must receive much more careful consideration. The enlargement of the State Department of Education is the initial step in this program. The reorganization of the course of study on the 6-3-3 plan is the second vital step. Of equal, if not greater importance, is the need for adequate supervision in the counties and cities of the State.

Without appearing to be critical we cannot escape the conclusion that not a county or city in Alabama has an adequate supervisory staff. There is a lack of appreciation on the part of most superintendents of what supervi-

sion means. They find it possible—in fact, a usual necessity, to devote so much of their time to the general problems of administration that the internal work for which the school is primarily designed is left exclusively to the teacher.

Along with better supervision and closely akin to it, is the need for better teachers. Salaries have been raised by a modest percentage and will continue to be raised, though perhaps not so much as they should for some years. It will be unfortunate if the teachers in anywise lower their estimates of duty, or their standards of preparation because of the great demand for teachers or on account of any fancied wrong which is being done them through the payment of too meager salaries. They should remember that their first duty and their greatest privilege is to teach boys and girls, the future citizens of the State, and when they assume this sacred responsibility they but stultify themselves and retard the recognition they seek if they fail in their own academic and professional preparation, on the one hand, or in their interest and application to the work, on the other. One of the most distressing situations in the school work is to be found where teachers are active and alive but the superintendent has no power of leadership and no real grasp of the situation which he is essaying to fill.

There are some superintendents in Alabama who are doing splendid work, who find time not only to look after the external work of the schools, but also to supervise their teaching force. These are the exception, however.

During the year just closed, the State Superintendent and members of his staff met the county superintendents in groups at convenient centers, and in one general conference, at which special stress was laid upon the duties of the superintendent as a supervisory officer. The work of these conferences was reinforced by frequent circular

letters and suggestions in the interest of improving the instructional work of the school.

County boards of education are waking up to the importance of better supervision, and whenever a change is made in the office of county superintendent, almost invariably a better man is chosen. As a rule, however, boards have been too slow to recognize the fact that the duties of the superintendent are so numerous that he cannot possibly do the work by himself. It has been stated repeatedly that the minimum staff in any county, in addition to the assistant, should be a primary supervisor and a full-time stenographer. It is gratifying to note that a few counties are making the experiment with quite satisfactory results.

The enlargement of the courses offered at our summer schools, increased attendance in summer sessions at well-known institutions without the State, continual agitation of the subject in teachers' gatherings, and the constant emphasis on supervision by this Department will, it is believed, bring results increasingly satisfactory.

Along with the emphasis on supervision and better trained teachers must go a growing recognition on the part of parents that they cannot hold aloof in their support of teachers and schools. This, they must come to regard as necessary if their children are to get any just conception of what the place of the school is, and if there is to grow up that spirit of understanding and co-operation between the home and the school that will make for good work.

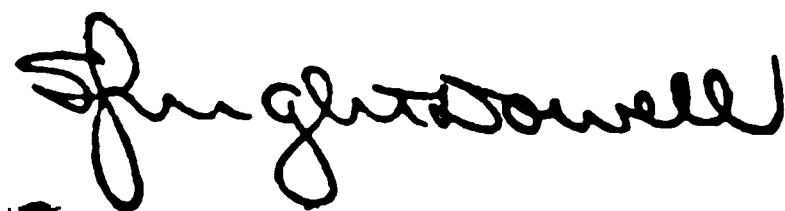
Before bringing this report to a close, I must take occasion to express my sincere appreciation of the service rendered by those who have been associated with me in the office in the conduct of its various activities. Without exception the members of the staff are interested in the work and are giving loyal and enthusiastic support to the plans and policies of the Department. The volume

of business is such that it has been necessary to work for rather long hours and with unusual intensity. This explains the fact that the Department has won for itself the enviable distinction of being one of the most hard-working and efficient departments in the Capitol.

Since the work of public education is far and away the most important undertaking of the State, requires the greatest expenditure of money, demands the time of the greatest body of workers, has the greatest effect in fashioning the future of Church and State, it behooves every citizen to take an active interest in encouraging and demanding that the various agencies and elements entering into our school work shall be coordinated in some such way as the government was in the prosecution of the war. This is a simple but a most necessary condition if the history of education in Alabama is to become the pleasing record that it ought to be.

In the midst of these observations the school forces in Alabama have every right to believe that the path of humanity leads upward and that the school is one of the fundamental agencies for the betterment of the world. In that faith we enter upon a new year confident and resolute.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "J. G. Gossell". The signature is written in dark ink and is positioned above the title "Superintendent."

Superintendent.

ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

PART II.



STATE DEPARTMENT OF EDUCATION

SPRIGHT DOWELL, Superintendent

ADMINISTRATION

Jas. N. Gunnels, Chief Clerk.....	Montgomery
T. L. Head, Bookkeeper.....	Montgomery
M. B. Bishop, Bookkeeper.....	Montgomery
Aline Farnham, Stenographer.....	Montgomery
Mrs. Pearl M. Jones.....	

SUPERVISION

J. B. Hobdy, Rural School Agent.....	Montgomery
J. S. Lambert, Rural School Agent.....	Montgomery
Rose Sabel, Stenographer.....	Montgomery
Jas. S. Thomas, High School Inspector.....	University

TEACHER-TRAINING

R. E. Tidwell, Director of Institutes.....	Montgomery
Elberta Taylor, Conductor of Institutes ((for white).....	Montgomery
Clutie Bloodworth, Conductor of Institutes (for white).....	Montgomery
Claytie Thornton, Conductor of Institutes (for white).....	Montgomery
G. W. Trenholm, Conductor of Institutes (for negroes).....	Montgomery
Edith Garrott, Conductor of Institutes (for negroes).....	Montgomery

CERTIFICATION OF TEACHERS

Spright Dowell, President, Board of Examiners.....	Montgomery
John B. Clark, Secretary, Board of Examiners.....	Montgomery
Kate McLemore, Member, Board of Examiners.....	Montgomery
Sadie Frank, Stenographer.....	Montgomery

ALABAMA ILLITERACY COMMISSION

Wm. D. Jelks, President.....	Birmingham
Spright Dowell, Secretary-Treasurer.....	Montgomery
J. B. Ellis, Member.....	Selma
Mrs. W. K. Linscott, Member.....	Mobile
Mrs. J. H. McCoy, Member.....	Birmingham
Sarah E. Luther, Field Agent (for whites).....	Montgomery
Ida Abercrombie, Field Agent (for negroes).....	Montgomery

ALABAMA EDUCATIONAL ASSOCIATION

Cora Pearson, President.....	Florence
W. C. Griggs, Chairman, Executive Committee.....	Gadsden
T. W. Smith, Treasurer.....	Boyles
J. Alex Moore, Secretary.....	Jasper

STATE INSTITUTIONS

Name of Institution and President	Post Office
University of Alabama, George H. Denny.....	University
Alabama Polytechnic Institute, Chas. C. Thach.....	Auburn
Alabama Girls' Technical Institute, Thos. W. Palmer.....	Montevallo
Institute for Deaf, Dumb, and Blind, F. H. Manning.....	Talladega
State Normal School (Class A), Henry J. Willingham.....	Florence
State Normal School (Class A), C. W. Daugeette.....	Jacksonville
State Normal School (Class A), G. W. Brock.....	Livingston
State Normal School (Class A), E. M. Shackelford.....	Troy
State Normal School (Class B), H. H. Holmes.....	Daphne
State Normal School (Class B), Raleigh W. Greene.....	Moundville
State Normal School (for negroes), J. W. Beverly.....	Montgomery
Agricultural and Mechanical College (for negroes), W. S. Buchanan.....	Normal
Tuskegee Normal and Industrial Institute (for negroes), Robert R. Moton.....	Tuskegee Institute

DISTRICT AGRICULTURAL SCHOOLS

EXECUTIVE COMMITTEE

Governor THOS. E. KILBY, Chairman
 Superintendent SPRIGHT DOWELL Commissioner M. C. ALLGOOD
 T. L. HEAD, Secretary-Treasurer

Name of Institution, and President	Post Office
First District Agricultural School, Fred M. Nelson.....	Jackson
Second District Agricultural School, Gordon Worley.....	Evergreen
Third District Agricultural School, C. V. Thompson.....	Abbeville
Fourth District Agricultural School, George H. Thigpen.....	Sylacauga
Fifth District Agricultural School, R. O. Dykes.....	Wetumpka
Sixth District Agricultural School, J. R. Kimbrough.....	Hamilton
Seventh District Agricultural School, J. W. Letson.....	Albertville
Eighth District Agricultural School, J. M. Atkinson.....	Athens
Ninth District Agricultural School, J. B. Pennington.....	Blountsville

Northeast Alabama Agricultural and Industrial Institute,
 B. L. Balch, Superintendent.....Lineville

COUNTY SUPERINTENDENTS OF EDUCATION

County	Name	Post Office	Express Office
Autauga	Mrs. R. L. Faucett	Prattville	Prattville.
Baldwin	Lillie M. Wetzel (act'g)	Bay Minette	Bay Minette.
Barbour	J. M. Laird	Clayton	Clayton.
Bibb	H. H. Jones	Centreville	Centreville.
Blount	A. L. Head	Oneonta	Oneonta.
Bullock	F. B. Haynes	Union Springs	Un'n Springs.
Butler	Perry B. Pepper	Greenville	Greenville.
Calhoun	H. T. Persons	Anniston	Anniston.
Chambers	G. M. Barnett	LaFayette	LaFayette.
Cherokee	John W. Browder	Center	Leesburg.
Chilton	W. T. Bean	Clanton	Clanton.
Choctaw	Zack Rogers	Butler	Lisman.
Clarke	J. F. Gillis	Grove Hill	Whatley.
Clay	W. T. Harwell	Ashland	Ashland.
Cleburne	G. B. Boman	Heflin	Heflin.
Coffee	Grover C. Bowden	Elba	Elba.
Colbert	J. T. McKee	Tuscumbia	Tuscumbia.
Conecuh	W. R. Bennett	Evergreen	Evergreen.
Coosa	H. H. King	Rockford	Kellyton.
Covington	Charles Baker	Andalusia	Andalusia.
Crenshaw	Thos. A. Capps	Luverne	Luverne.
Cullman	George C. Metz	Cullman	Cullman.
Dale	R. L. Marchman	Newton	Newton.
Dallas	D. M. Callaway	Selma	Selma.
DeKalb	J. M. Tucker	Fort Payne	Fort Payne.
Elmore	G. H. Howard	Wetumpka	Wetumpka.
Escambia	R. E. Ledbetter	Brewton	Brewton.
Etowah	E. P. Murphy	Gadsden	Gadsden.
Fayette	R. L. Reaves	Fayette	Fayette.
Franklin	John R. Guin	Russellville	Russellville.
Geneva	B. H. Boyd	Hartford	Hartford.
Greene	W. P. Archibald	Knoxville	Eutaw.
Hale	W. C. Wilburn	Moundville	Moundville.
Henry	P. A. McDaniel, Jr.	Abbeville	Abbeville.
Houston	John M. Odom	Dothan	Dothan.
Jackson	Jesse H. Wheeler	Scottsboro	Scottsboro.
Jefferson	N. R. Baker	Birmingham	Birmingham.
Lamar	G. S. Smith	Vernon	Sulligent.

County	Name	Post Office.	Express Office
Lauderdale	D. O. Warren	Florence	Florence.
Lawrence	C. C. Kerby	Moulton	Hillsboro.
Lee	W. Y. Fleming	Opelika	Opelika.
Limestone	T. M. Hobbs	Athens	Athens.
Lowndes	J. A. Coleman	Hayneville	Hayneville.
Macon	W. B. Riley	Tuskegee	Tuskegee.
Madison	S. R. Butler	Huntsville	Huntsville.
Marengo	George M. Watson	Linden	Linden.
Marion	T. D. Brooks	Hamilton	Guin.
Marshall	E. O. Creel	Guntersville	Guntersville.
Mobile	S. S. Murphy	Mobile	Mobile.
Monroe	George A. Harris	Monroeville	Monroeville.
Montgomery	William F. Feagin	Montgomery	Montgomery.
Morgan	J. C. Tidwell	Albany	Albany.
Perry	W. R. Carothers	Marion	Marion.
Pickens	W. H. Storey	Carrollton	Carrollton.
Pike	Mrs. J. M. Sanders	Troy	Troy.
Randolph	J. N. Word	Wedowee	Roanoke.
Russell	H. E. Hutcheson	Seale	Seale.
Shelby	S. P. Williamson	Sterrett	Columbiana.
St. Clair	George W. Floyd	Ashville	Whitney.
Sumter	R. B. Callaway	Livingston	Livingston.
Talladega	M. T. Linder	Talladega	Talladega.
Tallapoosa	J. D. Lane	Dadeville	Dadeville.
Tuscaloosa	D. L. Smith	Tuscaloosa	Tuscaloosa.
Walker	T. J. York	Jasper	Jasper.
Washington	Chas. C. Smith	Chatom	Chatom.
Wilcox	O. C. Weaver	Camden	Camden.
Winston	Arthur B. Curtis	Double Springs	Haleyville.

COUNTY HIGH SCHOOLS

HIGH SCHOOL COMMISSION

Gov. THOS. E. KILBY.....Chairman
 Supt. SPRIGHT DOWELL.....Secretary
 Auditor FITZHUGH LEE

County	Principal	Treasurer	Post Office of Prin. & Treas.
Autauga	Alma McGuagh	C. E. Thomas	Prattville.
Barbour	V. V. Norton	S. H. Dowling	Clio.
Bibb	J. W. Watson	J. P. Suttle	Centerville.
Blount	S. L. Gipson	A. A. Fendley	Oneonta.
Calhoun	S. B. Gibson	D. C. Cooper	Oxford.
Chambers	G. M. Veazey	J. L. Denny	Milltown.
Cherokee	C. R. Wood	E. S. Johnson	Center.
Chilton	H. C. McDonald	Eric Hart	Clanton.
Choctaw	F. S. Ward	J. H. Edgar	Butler.
Clarke	O. E. McKnight	L. R. Tucker	Grove Hill.
Clay	J. H. Graves	C. M. Pruet	Ashland.
Cleburne	E. J. Landers	W. G. Porter	Heflin.
Coffee	R. K. Hood	V. O. Warren	Enterprise.
Colbert	Earl M. Hodson	Thos. Lile	Leighton.
Conecuh	Lewy Dorman	J. W. Thurmond	Castleberry.
Coosa	H. T. Wallace	E. L. Boyett	Rockford.
Covington	A. C. Reagan	J. T. Hughes	Floral.
Crenshaw	George S. Clark	M. H. Bradley	High. Home.*
Cullman	R. H. Southerland	C. W. Alley	Cullman.
Dallas	J. L. Moulder	J. E. Terry	Plantersville.
DeKalb	N. J. Callan	T. J. Cook	Fort Payne.
Elmore	R. L. Griffin	Oscar Edwards	Eclectic.
Escambia	M. L. Orr	E. F. Goldsmith	Atmore.
Etowah	Oscar Horton	E. G. Lee	Attalla.
Fayette	J. J. Moore	A. M. Grimsley	Fayette.
Franklin	H. A. Fowler	Foster Gavin	Russellville.
Geneva	E. H. Turner	D. S. Folsom	Hartford.
Henry	J. J. Yarbrough	T. A. West	Headland.
Houston	C. W. Johnson	L. W. Armstrong	Columbia.
Jackson	Harry De La Rue	J. W. Gay	Scottsboro.
Jefferson	T. W. Smith	Dr. H. E. Pearce	Boyles.

*Treasurer's address LaPine.

County	Principal	Treasurer	Post Office of Prin. & Treas.
Lamar	J. A. Johnson.....	W. B. Clearman.....	Vernon.
Lauderdale	A. W. Tate.....	Ira H. Bedingfield.....	Rogersville.
Lawrence	A. B. Murphee.....	L. B. Cropper.....	Moulton.
Lee	J. A. Parrish.....	W. D. Martin.....	Auburn.
Limestone	E. B. Baxter.....	J. O. Holt.....	Elkmont.
Lowndes	J. E. Middlebrooks.....	R. L. Varner.....	Fort Deposit.*
Macon	C. C. Slaton.....	A. B. Hope.....	Notasulga.
Madison	H. C. Sheffield.....	C. O. Reed.....	Gurley.
Marengo	J. L. Gibson.....	Ernest M. Moseley.....	Thomaston.
Marion	W. L. Watson.....	R. R. Wright.....	Guin.
Marshall	Marvin Swilling	D. Isbell	Guntersville.
Monroe	J. A. York.....	A. C. Lee.....	Monroeville.
Morgan	J. M. Crowell.....	Arthur Stephenson	Hartselle.
Perry	K. G. Hoover.....	D. K. Mason.....	Marion.
Pickens	J. E. Hendley.....	E. M. Stringfellow.....	Reform.
Pike	N. F. Greenhill.....	J. T. Ramage.....	Brundidge.
Randolph	T. A. Slaughter.....	Douglas Smith	Wedowee.
Shelby	T. C. Moore.....	A. P. Longshore, Jr.....	Columbiana.
St. Clair	J. O. Sturdivant.....	W. C. Watson.....	Odenville.
Sumter	C. H. Newson.....	J. H. Coleman.....	York.
Talladega	W. P. Johnson.....	Leon U. Dickinson.....	Lincoln.
Tallapoosa	R. E. Hodnette.....	C. M. Corprew.....	Dadeville.
Walker	J. Alex Moore	A. S. Preston.....	Jasper.
Washington	W. V. Luckie.....	M. L. Smith.....	Chatom.
Wilcox	Claude Hardy	W. J. Bonner.....	Camden.
Winston	J. H. Sams.....	Lee F. Dodd.....	D'ble Springs.

*Treasurer's address Hayneville.

COUNTY TREASURERS OF PUBLIC SCHOOL FUNDS

County	Name	Post Office
Autauga	C. E. Thomas	Prattville.
Baldwin	W. D. Stapleton	Bay Minette.
Barbour	J. Thad Floyd, Jr.	Clayton.
Bibb	Letcher Melton	Centreville.
Blount	J. C. Nation	Oneonta.
Bullock	J. H. Rainer, Jr.	Union Springs.
Butler	Park Smith	Greenville.
Calhoun	S. L. Galbraith	Anniston.
Chambers	D. T. Tatum	LaFayette.
Cherokee	W. R. Westbrook	Cedar Bluff.
Chilton	Dr. E. E. Upchurch	Clanton.
Choctaw	F. A. Miller	Butler.
Clarke	L. R. Tucker	Grove Hill.
Clay	H. L. Wynn	Ashland.
Cleburne	J. M. Atkins	Heflin.
Coffee	J. B. Amos	Elba.
Colbert	Joe Walker	Tuscumbia.
Conecuh	J. D. Wright	Evergreen.
Coosa	E. L. Boyett	Rockford.
Covington	R. N. McLeod	Andalusia.
Crenshaw	J. T. Ivey	Luverne.
Cullman	Joseph Spitznagel	Cullman.
Dale	J. A. Eason	Ozark.
Dallas	H. A. Vaughn	Selma.
DeKalb	T. J. Cook	Fort Payne.
Elmore	C. G. McMorris	Wetumpka.
Escambia	C. B. Sawyer	Brewton.
Etowah	B. W. Pruet	Gadsden.
Fayette	E. E. Thomason	Fayette.
Franklin	D. L. Daily	Russellville.
Geneva	D. S. Folsom	Hartford.
Greene	E. A. Archibald	Eutaw.
Hale	L. J. Lawson, Jr.	Greensboro.
Henry	Robert Newman	Abbeville.
Houston	K. L. Forrester	Dothan.
Jackson	J. W. Gay	Scottsboro.
Jefferson	Frank Stevens	Birmingham.
Lamar	S. G. Kennedy	Vernon.

County	Name	Post Office
Lauderdale	H. C. Gilbert.....	Florence.
Lawrence	O. L. Judy.....	Moulton.
Lee	J. E. Hackney.....	Opelika.
Limestone	C. D. Glaze.....	Athens.
Lowndes	R. L. Varner.....	Hayneville.
Macon	W. W. Campbell.....	Tuskegee.
Madison	Robt. L. Adair.....	Huntsville.
Marengo	C. C. Pritchett.....	Thomaston.
Marion	J. B. Hodges.....	Hamilton.
Marshall	F. B. Albert.....	Guntersville.
Mobile	S. S. Murphy.....	Mobile.
Monroe	L. L. Hendrix.....	Monroeville.
Montgomery	H. T. Bartlett.....	Montgomery.
Morgan	Arthur Stephenson	Hartselle.
Perry	D. K. Mason.....	Marion.
Pickens	A. H. Dabbs.....	Carrollton.
Pike	John W. Bowers.....	Troy.
Randolph	Dr. J. C. Swann.....	Wedowee.
Russell	H. T. Benton, Jr.....	Seale.
Shelby	W. L. Christian.....	Columbiana.
St. Clair	J. M. Mize.....	Odenville.
Sumter	T. S. Ward.....	Cuba.
Talladega	S. P. McDonald.....	Sylacauga.
Tallapoosa	Herbert C. Sturdivant.....	Dadeville.
Tuscaloosa	Robert H. Cochrane.....	Tuscaloosa.
Walker	J. F. Craig.....	Jasper.
Washington	W. P. Pruitt.....	Chatom.
Wilcox	E. W. Berry.....	Camden.
Winston	C. E. Barclay.....	Double Springs.

OFFICERS STATE AND COUNTY SCHOOL IMPROVEMENT ASSOCIATIONS

MRS. ZEBULON V. JUDD, President, Auburn.

KATE McLEMORE, Secretary-Treasurer, Montgomery.

County	President	Post Office
Autauga	Mrs. J. E. Wilkinson.....	Prattville.
Baldwin	Mrs. Frank L. Brown.....	Fairhope.
Barbour	Miss Lessie Jenkins.....	Clayton.
Bibb	Mrs. B. F. Roden.....	Marvel.
Blount	Mrs. W. C. Miles.....	Cleveland.
Bullock	Mrs. I. B. Feagin.....	Union Springs.
Butler	Mrs. Nellie Sheppard.....	Georgiana.
Calhoun	Mrs. Dahlgreen	Oxford.
Chambers	Miss Claudie Wallace.....	Five Points.
Cherokee	C. R. Wood.....	Center.
Chilton	J. L. Johnson.....	Clanton.
Choctaw	Mrs. Sam Allman.....	Gilbertown.
Clarke	Mrs. J. S. Chapman.....	Grove Hill.
Clay	Albert Ingram	Lineville.
Cleburne	S. L. Haywood.....	Heflin, R. 3.
Coffee	W. C. Stapleton.....	Enterprise.
Colbert	Mrs. A. H. Carmichael.....	Tuscumbia.
Conecuh	Supt. W. R. Bennett.....	Evergreen.
Coosa	Mrs. J. S. McEwen.....	Rockford, R. 3.
Covington	L. E. Brown.....	Andalusia.
Crenshaw	Mrs. Robert Tyner.....	Glenwood.
Cullman	Miss Fanny Rosson.....	Cullman.
Dale	Mrs. Pauline Borders.....	Ozark.
Dallas	Miss Ellen Purifoy.....	Burnsville.
DeKalb	Mrs. Ida Jean Thomas.....	Crossville.
Elmore	Miss Mary B. Wise.....	Millbrook.
Escambia	Miss Ervie Davis.....	Brewton, R. F. D.
Etowah	Mrs. W. T. Murphree.....	Gadsden.
Fayette	Mrs. W. W. Monroe.....	Fayette.
Franklin	Mrs. B. H. Sargent.....	Russellville.
Geneva	J. H. Owens.....	Hartford, R.F.D.
Hale	Miss Sadie W. True.....	Newbern.
Henry	Miss Mollie McAllister.....	Abbeville.

County	President	Post Office
Houston	Miss Tom Stovall.....	Columbia.
Jackson	Mrs. J. H. Gregory.....	Scottsboro.
Jefferson	Mrs. E. B. Erwin.....	Birmingham, 101 Courthouse.
Lamar	Mrs. M. C. Lollar.....	Covin.
Lauderdale	Miss Cora Pearson.....	Florence.
Lawrence	Miss Eva Ponder.....	Moulton.
Lee	Mrs. Walter Cullars.....	Opelika.
Lowndes	Mrs. J. C. Wood.....	Mt. Willing.
Macon	Mrs. Clara S. Boyd.....	Tuskegee.
Madison	Miss Elizabeth Monroe.....	Huntsville, R. 2.
Marengo	Miss Berta Nichols.....	Thomaston.
Marshall	Mrs. J. W. Walker.....	Albertville.
Mobile	Mrs. C. S. Shuford.....	Mobile.
Monroe	Miss Annie McMurphy.....	Vredenburgh.
Montgomery	Miss Louise Feminear.....	Sellers.
Morgan	Miss Florence Smith.....	
Perry	Miss A. L. Levert.....	Sprott.
Pickens	Mrs. A. H. Dabbs.....	Carrollton.
Pike	Miss Nolie Clayton.....	Troy.
Randolph	Miss Ethel Burns.....	Wedowee.
Russell	Mrs. E. A. Matthews.....	Rutherford.
Shelby	Mrs. J. S. Pitts.....	Columbiana.
St. Clair	Miss Francina Singleton.....	Ashville.
Sumter	Mrs. M. E. Head.....	York.
Talladega	Mrs. M. T. Linder.....	Talladega.
Tallapoosa	Miss Frances Robertson.....	Alex. City, R. 3.
Tuscaloosa	Mrs. E. D. Thames.....	Tuscaloosa, R. 3.
Walker	Mrs. Kate Foreman.....	America.
Washington	Mrs. Gussie S. Blount.....	Chatom.
Wilcox	Mrs. W. J. Bonner.....	Camden.
Winston	Mrs. F. W. Corbin.....	Double Springs.

ALABAMA TEACHERS' AND YOUNG PEOPLES' READING CIRCLE

KATE McLEMORE, Secretary, Montgomery.

County	Secretary	Post Office
Autauga	Miss Alma McGaugh.....	Prattville.
Baldwin	Mrs. Cammie Foreman.....	Daphne.
Barbour	J. T. Searcy.....	Clayton.
Bibb	J. W. Watson.....	Centerville.
Blount	John Bowerman	Blountsville, R. 2.
Bullock	Miss Ruby Ellis.....	Union Springs.
Butler	Rabon C. Reese.....	Georgiana.
Calhoun	Miss Annie Persons.....	Anniston.
Chambers	Miss Georgia Raney.....	Shawmut.
Cherokee	W. M. Watts.....	Center.
Chilton	Supt. W. T. Bean.....	Clanton.
Choctaw	M. S. Owen.....	Melvin.
Clarke		
Clay	Mrs. W. M. Lackey.....	Ashland.
Cleburne	Roy Galloway	Heflin.
Coffee	W. A. Eidson.....	Enterprise.
Colbert	Mrs. Agnes Martin.....	Russellville.
Conecuh	Miss Lucile Meadows.....	Evergreen.
Coosa	H. E. Hornsby.....	Equality.
Crenshaw	Claude L. Rhodes.....	Highland Home.
Cullman	Mr. Killinsworth	Cullman.
Dale	E. J. Laney.....	Ozark.
Dallas	Miss Maria Moseley.....	Planterville.
DeKalb	J. B. Cagle.....	Ft. Payne, R. 2.
Elmore	Miss Elberta Barnett.....	Eclectic.
Escambia	Miss Olga Weaver.....	Andalusia, R. G.
Etowah	Miss Juanita Gillie.....	Gadsden.
Fayette	Miss Ethel Hallmark.....	Corona, R. 1.
Franklin	Miss Mary Dillard.....	Phil Campbell.
Geneva	Miss Annie E. Cronin.....	Hartford.
Greene	Miss Ella J. Patton.....	Eutaw.
Hale	Miss Kate Boardman.....	Greensboro.
Henry	J. J. Jackson.....	Haleburg.
Houston	C. W. Johnson.....	Columbia.

County	Secretary	Post Office
Jackson	Miss Virginia Brown.....	Scottsboro.
Jefferson	Supt. N. R. Baker.....	Birmingham.
Lamar	J. A. Johnson.....	Vernon.
Lauderdale	E. A. Henry.....	Florence.
Lee	Miss Cornelia Duke.....	Opelika.
Macon	H. G. Pannell.....	Tuskegee, R. 1.
Madison	Miss Cabbie Manning.....	New Market.
Marengo	Mrs. W. S. Lewis.....	Linden.
Marshall	Miss Irene Linn.....	Guntersville.
Mobile	Supt. S. S. Murphy.....	Mobile.
Perry		
Pickens	Miss Annie Hood.....	Carrollton.
Pike	Miss Willie D. Neely.....	Brundidge.
Randolph	B. B. Baker.....	Roanoke.
Russell	Miss Maud Beck.....	Ft. Mitchell.
Shelby	Miss Dinnie Mae Rowe.....	Harpersville.
St. Clair	Miss Nellie Morris.....	Odenville.
Sumter	Mrs. Ila M. Stallworth.....	
Talladega	J. S. Bently.....	Childersburg .
Tuscaloosa	Miss Beth Bradfield.....	Tuscaloosa.
Walker	Miss Ila Dean Griffin.....	Jasper.
Washington	Supt. C. C. Smith.....	Chatom.
Wilcox	Miss Sadie Doyle.....	Catherine.
Winston	G. C. Reeve.....	Double Springs.

PRINCIPALS OR SUPERINTENDENTS AND CHAIR- MEN OF BOARDS OF INCORPORATED CITIES AND TOWNS

AUTAUGA COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Autaugaville	Miss Alberta Scruggs.....	W. F. DeBardelaban
Billingsley	Miss May Dismukes.....	Dr. E. W. Downs
Prattville	Miss Belle Northington.....	W. A. Graham
Marbury	J. D. Griffin.....	W. R. Warrick

BALDWIN COUNTY

Bay Minette	Prof. T. J. Hale.....	R. E. Cooley
Fairhope	Prof. G. C. Arant.....	H. C. Oswalt
Foley	Prof. J. M. Stapleton.....	Dr. Sibley Holmes

BARBOUR COUNTY

Eufaula	H. L. Upshaw.....	W. S. Britt
Clayton	Sammie Davis.....	John C. Martin
Louisville	C. H. Motley.....	J. P. Grant
Clio	A. V. Harrell.....	P. J. Whigham
Blue Springs	Nell Cox.....	A. S. Knight

BIBB COUNTY

Brent	Miss Irene Clancy.....	J. F. Johnson
Centerville	J. R. Alexander.....	J. T. Fuller
West Blockton	J. J. Holloday.....	M. C. Davie
Smith Hill	Miss Leila Whitfield.....	Will Smith

BLOUNT COUNTY

Oneonta	Mrs. J. M. Owens.....	H. C. McPherson
Blountsville	Mrs. Willie Lumpkins.....	W. T. Bains

BULLOCK COUNTY

Fitzpatrick	Miss Lurline McLaurine.....	Dr. Oscar Johnston
James-Midway	George R. Hall.....	J. G. Hitchcock
Perote	S. W. Hixon.....	S. D. Hixon
Union Springs	E. S. Pugh.....	J. T. Flewellen

BUTLER COUNTY

Chapman	Miss Mable Stallworth.....	J. G. McGowin
Georgiana	B. H. Lewis.....	C. G. Metcalfe
Greenville	C. B. Gamble.....	C. E. Hamilton
McKenzie	W. I. Lee.....	Gip Lee

CALHOUN COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Anniston _____	D. R. Murphey_____	W. P. Acker
Blue Mt. City_____	Daisy Henry_____	H. F. Williamson
Jacksonville _____	M. G. Barringer_____	E. R. Currier
Oxford _____	F. H. Watson_____	C. A. Armentrout
Piedmont _____	L. Leftwich_____	C. S. Fagan

CHAMBERS COUNTY

Standing Rock _____	S. L. Peavey_____	C. E. Hines
Five Points _____	Elliott Simmons_____	R. N. Bowen
Lanett _____	W. S. Leatherwood_____	Z. D. Swintt
LaFayette _____	E. G. McGehee, Jr._____	J. A. Williams
Waverly _____	T. S. Bugg_____	Claude Holsrun

CHEROKEE COUNTY

Cedar Bluff _____	C. A. Bethune_____	Oscar Lasseter
Gaylesville _____	Inez Dickey_____	R. L. McWhorter

CHILTON COUNTY

Clanton _____	J. L. Johnson_____	M. A. Gore
Jemison _____	J. F. Bone_____	B. E. Cullum
Maplesville _____	C. J. Buttram_____	J. W. Foshee
Thorsby _____	Miss Clara Soberg_____	Chas. Peterson
Mt. Creek _____	_____	Consolidated with Marbury

CHOCTAW COUNTY

Gilberttown _____	Prof. G. C. Jackson_____	G. E. Stroud
Lisman _____	Miss Carrie Billingsley_____	Dr. W. H. Christopher

CLARKE COUNTY

Fulton _____	Sue Ellen Moore_____	Dr. J. E. Evans
Jackson _____	J. T. Balch_____	Dr. D. Adams
Thomasville _____	L. C. Kersh_____	J. W. Tucker

CLAY COUNTY

Ashland _____	J. D. Pepper_____	R. G. Rowland
Lineville _____	B. L. Balch_____	W. H. R. Reddock
Hollins _____	Miss Austelle Reynolds_____	W. T. House

CLEBURNE COUNTY

Edwardsville _____	Nellie Sox_____	N. A. Sox
Fruithurst _____	Mary Tolbert_____	E. R. Carlson
Heflin _____	Alma Gay Weathers_____	H. A. McMurray

COFFEE COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Enterprise	W. A. Eidsen.....	R. C. Conner
Elba.....	E. C. Palmer.....	F. P. Rainer
New Brockton.....	Mrs. Evvie McKinnon.....	R. C. Adams

COLBERT COUNTY

Cherokee	C. W. Vaughn.....	H. C. Harris
Leighton	R. E. Duse.....	Emmit King
Sheffield	L. E. Creel.....	Frank N. Julian
Tuscumbia	R. E. Thompson.....	John E. Deloney, Jr.

CONECUH COUNTY

Evergreen	Ethel King.....	W. H. Wild
Castleberry	Mrs. E. Downing.....	Allen Page
Repton	E. L. Stough.....	J. S. Simmons

COOSA COUNTY

Goodwater	Mrs. Exa C. Bentley.....	O. T. Smith
Kellyton	Miss Omie Parrish.....	S. J. Thomas
Weogufka	George Hatchett.....	W. C. Jones
Equality	H. E. Hornsby.....	J. M. Martin
Rockford	Mrs. H. T. Wallace.....	E. L. Boyett

COVINGTON COUNTY

Andalusia	L. E. Brown.....	A. C. Darling
Floralda	J. P. Doster.....	Dr. G. F. Petrey
Lockhart	F. W. Breitling.....	H. G. White
Opp	J. E. Cheatham.....	J. R. Ward
River Falls	Miss Vela Lott.....	A. F. Powell
Red Level	Miss Olive Allen.....	J. T. Clark
Falco	Miss Lillie McGowan.....	B. L. Cawthon

CRENSHAW COUNTY

Luverne	J. D. Bradley.....	J. A. Black
Brantley	C. C. Wilkerson.....	M. M. Bentley
Glenwood	M. A. Helms.....	J. J. Bryan
Dozier	Miss Achsa Moore.....	H. L. Payne
Searight	Miss Artie White.....	O. J. Jackson
Rutledge	J. C. Swanner.....	H. J. Flynn

CULLMAN COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Cullman	E. L. Hayes.....	M. L. Roberson
Hanceville	Miss Ainna Ratliff.....	Adolph Ashwander
Holly Pond	Carl McKelvie.....	W. N. Wiggins

DALE COUNTY

Ariton	Miss Ada Maye White.....	Dr. A. D. Matthews
Daleville	Miss Vivian Anderson.....	A. F. Windham
Midland City	W. L. Hicks.....	J. H. Pope
Newton	Mrs. R. L. Marchman.....	Dr. A. J. Morris
Ozark	E. J. Laney.....	Dr. H. L. Holman
Pinckard	J. G. Hix.....	J. B. Borland

DALLAS COUNTY

Selma	A. F. Harman.....	W. R. Nelson
Orrville	Martha Ormond.....	Hal Marshall

DEKALB COUNTY

Ft. Payne	C. J. Allen.....	C. J. Scott
Collinsville	V. E. Cates.....	J. W. Oliver
Valley Head	W. C. Cantrell.....	T. B. Davenport
Crossville	W. B. Jones.....	J. K. Dobbs
Geraldine	Wm. F. Maynor.....	J. S. Martin

ELMORE COUNTY

Wetumpka	R. O. Dykes.....	A. Hohenberg
Eclectic	Velma Winne.....	J. A. Howle

ESCAMBIA COUNTY

Atmore	A. C. Moore.....	S. L. Rollins
Brewton	W. T. Powers.....	W. T. Neal
Flomaton	A. C. Shelton.....	T. J. Mashburn
Pollard	J. M. Glenn.....	W. F. Mayo

ETOWAH COUNTY

Alabama City	J. T. Roberts.....	C. S. Wilkerson
Attalla	Alice Coleman.....	C. M. Frost
Altoona	H. M. Weaver.....	R. W. Saye
Gadsden	W. C. Griggs.....	J. H. Disque

FAYETTE COUNTY

Fayette	Miss Maggie Berry.....	M. Brotherton
Berry	J. C. Clardy.....	C. H. Julian

FRANKLIN COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Hodges	Miss Maggie Dillard.....	Walter Davis
Phil Campbell	Miss Rose Witherington.....	H. C. Moore
Red Bay	John N. Reid.....	Robert Tiffin
Russellville	L. S. McRight.....	Arthur Thompson
Vina	E. T. Bolding.....	Dr. J. A. Thorne

GENEVA COUNTY

Black	S. D. Lawrence.....	O. E. Gibson
Coffee Springs	S. M. Mound.....	T. E. Anderson
Geneva	W. S. McLeod.....	C. D. Chapman
Hartford	M. L. Black.....	J. C. Holman
Malvern	Mrs. J. H. Fussell.....	J. T. Edmonson
Samson	Dr. J. A. Lowery.....	W. B. Sellers
Slocomb	R. F. Ray.....	G. S. Kelly

GREENE COUNTY

Eutaw	A. F. Jackson.....	J. W. Cook
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HALE COUNTY

Greensboro	J. A. Baxley.....	J. B. Stickney
Moundville	R. W. Greene.....	R. L. Griffin
Newberne	Sadie True.....	M. B. True
Akron	A. F. Jones.....	W. E. Wedgeworth

HENRY COUNTY

Abbeville	Miss Julia Braswell.....	J. D. Espey
Headland	E. T. Riley.....	Dr. L. R. Burdeshaw
Newville	Thurman Campbell.....	J. W. Capps
Haleburg	Mrs. Irene Hales.....	C. E. Miller

HOUSTON COUNTY

Madrid	Lucy Bell.....	N. G. Culbreth
Ashford	Nola Manley Ellis.....	B. O. Hay
Gordon	Jewell Espey.....	J. J. Marsh
Dothan	P. W. Hodges.....	J. R. Faircloth
Columbia	W. J. Daminey.....	L. W. Armstrong
Cottonwood	Hilton Sellers.....	J. E. Adams
Webb	Della Forrester.....	V. L. Webb

JACKSON COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Stevenson	J. C. Dixon	E. K. Mann
Fackler	Miss Grace Nichols	Sam McCrary
Hollywood	T. B. Roach	J. F. Gullatt
Scottsboro	Miss Sallie Caldwell	J. D. Snodgrass
Larkinsville	Miss Madge Porter	C. S. Brewton
Woodville	Miss Olive Boyd	John F. Chandler
Paint Rock	E. A. Johnson	C. M. Rousseau
Bridgeport	W. T. Vann	L. H. Hughes

JEFFERSON COUNTY

Bessemer	L. L. Vann	Dr. R. P. McTyeire
Birmingham	Dr. J. H. Phillips	Sid. Bowie
Brighton	H. M. Sharp	John Farr
Brookside	G. B. Snoddy	G. E. Bidgood
Cardiff	Frank Branard	Louis Negrón
Graysville	B. B. Lawson	W. B. Robson
Inglenook	C. R. West	J. R. T. Rives
Irondale	Forney Reese	A. E. Smith
Johns	Miss Winnie Welborn	J. H. Lawson
Leeds	W. L. Davis	J. H. Connell
Lipscomb	L. H. Haralson	C. C. Harkins
Pinckney	Elizabeth McElreath	S. J. Downey
Quinton, Route 3	J. G. Manual	I. N. Skelton
Sandusky	S. J. Strock	L. M. Fisher
Warrior	Ed. M. Milner	G. D. Etter

LAMAR COUNTY

Beaverton	Miss Lee Hollis	J. B. Collier
Fernbank	Miss Nona Seay	J. B. Wilson
Kennedy	Miss Vergie Waldrop	W. N. Gravlee
Millport	J. C. Wood	H. H. Strickland
Sulligent	Adele Quarles	E. C. Lawhon
Vernon	Pinkie Pennington	W. L. Sims

LAUDERDALE COUNTY

Florence	F. T. Appleby	H. C. Gilbert
Rogersville	Mrs. C. W. Williams	T. C. Andrews
Waterloo	G. W. Martin	J. L. Cooper

LAWRENCE COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Moulton	Miss Cora Lee Gunn	Paul White
Mount Hope	W. J. Pickle	Jack Smith
Town Creek	Preuitt Simms	J. M. Houston
Hillsboro	Eloise Hancock	D P. Woodall
Courtland	V. C. Herndon	A F. Rebman

LEE COUNTY

Opelika	S. O. White	R. B. Barnes
Phoenix City	J. C. McAuley	W. Moss Harrisos
Auburn	Mae Harvey	W. V. Jones

LIMESTONE COUNTY

Athens	J. R. McCall	Alvis Henderson
Elkmont	Sara Gray	W. A. Gray
Mooreville	Mrs. Whitehall	Henry Zeitler

LOWNDES COUNTY

Ft. Deposit	D. W. Harrison	J. E. Holmes
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MACON COUNTY

Notasulga	Inez Stevenson	W. D. Copeland
Tuskegee	Vana Bradley	Dr. L. W. Johnston

MADISON COUNTY

Huntsville	R. C. Johnston	W. T. Hutchens
Gurley	A. S. Hodges	Claude Hodges
Madison	Miss Tate Hayden	T. G. Riddle
New Hope	J. B. Vann	C. D. Moon

MARENGO COUNTY

Dayton	Mrs. O. Brame	E. T. Epps
Demopolis	Mrs. J. B. Taylor	W. F. Herbert
Faunsdale	J. L. McKay	Geo. H. McKee
Linden	Rebecca Craig	V. C. Bailey
Thomaston	Berta Nichols	H. G. Thomas

MARION COUNTY

Bear Creek	Miss Nancy Donaldson	J. M. Bonner
Hamilton	J. F. Hankins	V. R. White
Guin	J. H. Couch	R. R. Wright
Winfield	H. W. Bishop	R. K. Shirley

MARSHALL COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Albertville	J. W. Letson.....	C. W. Cummings
Arab	Thomas D. Eubanks.....	C. E. White
Boaz	S. J. Chandler.....	E. F. Whitman
Guntersville	R. Lee Barnes.....	S. M. Carter

MOBILE COUNTY

Citronelle	J. W. C. Brown.....
Mobile	S. S. Murphy.....

MONROE COUNTY

Roy	W. A. Crowe.....	J. L. Blackburn
Beatrice	Miss Annie Tallman.....	J. M. Stallworth
Nadawah.....	Miss Etta Murphy.....	A. R. Borroughs
Vredenburgh	Miss Bessie Andress.....	O. T. Landrum
Monroeville	Miss Katie B. Stallworth.....	Dr. G. C. Watson

MONTGOMERY COUNTY

Montgomery	W. R. Harrison.....	J. Johnston Moore (Acting Chairman)
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MORGAN COUNTY

Decatur	J. F. Collins.....	D. D. McGehee
Albany	Mrs. W. F. Jones.....	W. A. Bibb
Hartselle	G. G. Glover.....	M. Patillo
Falkville	H. G. Wheeler.....	W. H. Drinkard
Austinville	E. E. Weaver.....	Albert Baley

PERRY COUNTY

Marion	J. F. McCreeless.....	Chas. C. Johnson
Uniontown	J. H. Riddle.....	A. C. Davidson

PICKENS COUNTY

Reform	L. B. Little.....	E. M. Stringfellow
Carrollton	J. R. Ward.....	J. H. Holmes
Aliceville	Miss Ruth Forehand.....	A. G. Williams
Gordo	Rowe Watson.....	H. B. Durrett
Pickensville	Miss Josie Lipsey.....	Dr. D. W. Gass

PIKE COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Troy	John R. McLure	John H. Wilkerson
Brundidge	Mrs. Bessie Wood	J. E. Hightower
Goshen	H. W. Rigsby	H. B. Howard
Banks	Miss Julia Davis	Jas. W. Smith

RANDOLPH COUNTY

Roanoke	B. B. Baker	F. P. Nichols
Wadley	L. S. Hodnett	E. M. Schussler
Wedowee	John A. White	C. B. Wright

RUSSELL COUNTY

Girard	W. C. Hughes	A. H. Vann
Hurtsboro	Miss Selma Martin	W. L. Anthony, Jr.
Seale	L. M. Bruce	F. M. DeGraffenreid

SHELBY COUNTY

Calera	C. M. Williams	W. P. Eason
Columbiana	Mrs. T. G. Nelson	L. H. Ellis
Helena	Miss McIntosh	J. H. Lovelady
Montevallo	J. C. Carter	T. W. Palmer
Vincent	J. V. Richardson	H. L. Campbell
Wilsonville	J. B. King	J. C. Mooney
Wilton	J. C. Hicks	O. H. Bice

ST. CLAIR COUNTY

Ashville	V. B. Kizzire	Perkins McClendon
Eden	H. L. Aders	G. W. Barber
Odenville	W. M. King	J. M. Mize
Pell City	J. W. Baird	Dr. J. O. Gray
Ragland	J. M. Rich	Dr. J. T. Brown
Riverside	Hugh Burtram	C. W. Fowler
Springville	O. S. Hooper	H. L. Crandall

SUMTER COUNTY

Cuba	Mrs. Ida Stallworth	Dr. A. L. Vaughn
York	Miss Adele Wade	Dr. T. H. Knighton
Livingston	Miss Celia Tompkins	T. M. Tortt
Epes	Miss Bessie Benson	R. L. Hylton
Gainesville	Mrs. Mary Roberts	R. H. Long
Geiger	R. H. Gilmer	J. O. Gorner

TALLADEGA COUNTY

Name of Town.	Supt. or Prin.	Chairman of Board.
Lincoln	E. E. Beck.....	W. D. Henderson
Talladega	D. A. McNeil.....	J. K. Dixon
Ironaton	Mr. McHarden.....	J. B. Jones
Childersburg	J. S. Bentley.....	M. A. Cliatt
Sylacauga	J. L. Aders.....	P. T. Johnson
Gantts Quarry	Mae Milans.....	W. S. Harrison
Mignon	Mrs. J. A. Liner.....	W. W. Stonton

TALLAPOOSA COUNTY

Alexander City	J. M. Pearson.....	Benj. Russell
Camp Hill	B. H. Wyatt.....	O. J. Chester
Dadeville	W. B. Fulton.....	W. B. Bowling
Daviston	G. Satterfield.....	J. B. Mann

TUSCALOOSA COUNTY

Northport	W. G. Cameron.....	M. Freeman
Tuscaloosa	James H. Foster.....	E. B. Nuzurn

WALKER COUNTY

Jasper	J. F. Scofield.....	Dr. J. L. Sowell
Carbon Hill	C. R. Weldon.....	Zack Shepherd
Dora	B. P. Hodge.....	C. I. Jones
Cordova	O. C. Lambert.....	Dr. B. F. Borden
Townley	J. H. Myers.....	Ed King
Oakman	E. E. Shelton.....	H. H. Ward
Nauvoo	A. O. Ingle.....	Dr. C. H. Johnson

WASHINGTON COUNTY

No incorporated towns in Washington County.

WILCOX COUNTY

Pine Hill	A. J. Brown.....	Dr. P. E. Godbold
Pine Apple	W. M. Bryant.....	M. F. Jackson
McWilliams	Miss Bessie Jenkins.....	J. C. Saddler
Camden	Mrs. J. S. Foster.....	J. W. Turnipseed

WINSTON COUNTY

Haleyville	J. L. James.....	Dr. H. U. Mashburn
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TABULATION BY COUNTIES, BIENNIAL CENSUS, 1918

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		COMPLETED SEVENTH GRADE		
	White	Color'd	Total	Male	Female	Male	Female	White	Color'd	Total
Antauga	2,932	3,922	6,854	1,470	1,482	1,971	1,951	390	24	414
Baldwin	5,169	1,748	6,916	2,651	2,518	863	833	800	32	832
Barbour	4,549	7,479	12,028	2,256	2,293	3,551	3,551	762	110	872
Bibb	5,336	2,399	7,737	2,789	2,549	1,200	1,199	813	36	849
Blount	8,626	338	8,964	4,305	4,321	161	177	654	1	655
Bullock	1,450	9,611	11,071	732	723	4,751	4,860	444	1	445
Butler	4,794	5,271	10,065	2,465	2,329	2,650	2,621	1,086	126	1,212
Calhoun	11,231	5,688	16,919	5,661	5,570	2,781	2,907	1,330	175	1,505
Chambers	7,052	7,540	14,592	3,569	3,433	3,792	3,748	972	133	1,105
Cherokee	6,461	757	7,218	3,307	3,154	284	373	340	4	344
Chilton	6,228	1,407	7,635	3,214	3,014	712	695	857	17	874
Choctaw	2,992	4,097	7,089	1,507	1,485	2,098	1,999	494	63	557
Clarke	4,264	5,186	9,450	2,259	2,005	2,615	2,571	434	1	435
Clay	6,533	1,095	7,628	3,379	3,254	558	537	800	1	801
Cleburne	4,400	254	4,654	2,213	2,187	141	113	257	2	259
Coffee	3,115	2,314	5,429	1,155	3,951	1,134	1,180	1	61	992
Colbert	6,751	3,287	10,038	3,469	3,392	1,607	1,630	1,001	221	1,222
Conecuh	4,310	4,098	8,408	2,322	1,983	1,995	2,103	514	83	597
Cook	3,011	2,116	5,127	1,547	1,464	1,084	1,032	312	25	337
Covington	9,450	2,423	11,873	4,854	4,596	1,157	1,266	1,055	30	1,085
Crenshaw	5,410	2,916	8,326	2,683	2,722	1,463	1,453	762	25	787
Cullman	11,203	133	11,336	5,825	5,378	1	47	1,046	1	1,047
Dale	5,975	1,925	7,900	3,044	2,931	913	1,012	550	12	562
Dallas	3,153	14,870	18,023	1,432	1,671	7,295	7,575	1,034	448	1,482
DeKalb	11,800	235	11,835	5,964	5,635	114	121	553	2	555
Elmore	5,469	4,431	9,900	2,768	2,701	2,228	2,228	871	71	942
Escambia	5,724	2,334	8,058	2,320	2,804	1,125	1,209	619	1	620
Etowah	12,226	2,035	14,261	6,101	6,127	997	1,038	1,142	33	1,175
Fayette	5,160	797	5,957	2,679	2,481	338	409	397	1	408
Franklin	6,736	413	7,201	3,490	3,295	195	218	431	2	433
Geneva	3,222	1,556	4,778	4,203	4,019	796	758	862	12	874
Greene	327	4,780	5,107	411	416	2,346	2,434	763	14	777
Hale	1,535	7,439	8,974	933	1	3,749	3,740	496	143	639
Henry	3,513	3,538	7,051	1,819	1,694	1,736	1,752	531	24	555
Houston	3,231	2,924	6,155	4,133	4,048	1,461	1,463	933	23	956
Jackson	10,849	1,007	11,856	5,653	5,196	505	502	1,064	10	1,074
Jefferson	47,356	41,798	89,154	24,373	23,473	19,003	22,795	10,405	2,354	12,759
Lamar	5,396	1,111	6,507	2,755	2,641	551	550	543	1	544
Lauderdale	11,607	2,999	14,606	5,855	5,752	1,431	1,478	1,722	128	1,850
Lawrence	5,850	1,977	7,827	3,075	2,775	1,040	937	477	13	490
Lee	3,973	6,798	10,771	1,970	2,003	3,303	3,495	1,005	126	1,131
Limestone	6,944	3,429	10,373	3,586	3,358	1,697	1,732	735	57	792
Lowndes	1,053	3,752	4,805	532	521	4,462	4,270	400	121	521
Macon	1,167	7,432	8,599	1	558	3,615	3,887	1	169	528
Madison	10,213	5,309	15,522	5,411	4,802	2,760	2,549	1,161	117	1,278
Marengo	3,060	9,300	12,360	1,503	1,557	4,634	4,616	593	105	698
Marion	7,304	199	7,503	3,709	3,595	105	1	643	1	644
Marshall	10,630	419	11,049	5,433	5,347	195	224	1,153	3	1,156
Mobile	14,413	3,629	18,042	7,204	7,209	4,121	4,499	4,154	1,027	5,181
Monroe	4,245	5,135	9,380	2,139	2,656	2,599	2,536	522	57	579

TABULATION BY COUNTIES, BIENNIAL CENSUS, 1918—Continued

COUNTIES	NO. OF CHILDREN			WHITE		COLORED		COMPLETED SEVENTH GRADE		
	White	Color'd	Total	Male	Female	Male	Female	White	Color'd	Total
Montgomery	8,276	18,943	27,219	4,051	4,225	9,127	9,816	2,624	985	3,609
Morgan	9,790	2,267	12,057	5,012	4,778	1,103	1,164	1,417	131	1,548
Perry	2,251	7,059	9,310	1,135	1,116	3,519	3,540	550	112	662
Pickens	4,510	4,840	9,350	2,250	2,260	2,340	2,500	615	36	651
Pike	5,550	4,934	10,484	2,845	2,705	2,424	2,510	784	36	820
Randolph	7,344	2,288	9,627	3,778	3,566	1,138	1,145	970	10	980
Russell	1,723	7,596	9,319	855	868	3,688	3,908	331	53	384
Shelby	6,642	1,948	8,590	3,513	3,129	996	952	913	62	975
St. Clair	6,791	1,412	8,203	3,458	3,333	698	714	802	25	827
Sumter	2,037	10,002	12,039	1,043	994	4,994	5,008	600	30	630
Talladega	6,909	5,775	12,684	3,592	3,317	2,862	2,913	854	33	887
Tallapoosa	6,285	3,945	10,230	3,285	3,000	1,999	1,946	1,331	91	1,422
Tuscaloosa	10,382	5,642	16,024	5,357	5,025	2,724	2,918	1,367	159	1,526
Walker	12,569	1,709	14,278	6,521	6,048	864	845	1,129	78	1,207
Washington	2,851	2,214	5,065	1,469	1,382	1,135	1,079	436	13	449
Wilcox	1,791	9,054	10,845	937	854	4,508	4,546	151		151
Winston	4,942	5	4,947	2,549	2,393	2	3	266		266
Total	454,478	315,327	769,805	232,206	222,272	160,879	154,448	65,417	8,343	73,760

GENERAL STATISTICAL SUMMARY OF SCHOOLS OF ALL CLASSES 1918-1919

NAME OF SCHOOL.	ENROLLMENT				TEACHERS EMPLOYED				Value of buildings, Sites and Equipment.	Total Amount Expended
	White		Colored		White		Colored			
	Male	Female	Male	Female	Male	Female	Male	Female		
Public Schools	179,793	183,403	70,738	81,591	1,689	7,410	514	2,033	\$13,439,701	\$6,932,342
County High Schools	2,681	3,448			87	143			1,070,013	259,394
State Secondary Agricultural Schools	596	716			13	81			265,383	79,939
Normal Schools	300	1,738	1,000	2,009	27	46	126	129	2,605,064	921,095
University of Alabama	1,460	598			120	31			1,445,318	229,918
Alabama Polytechnic Institute	1,266	13			75				1,056,253	188,755
Alabama Girls' Technical Institute		916				66			754,000	73,292
Northeast Ala. Agricultural & Ind. Inst.	64	96			3	8			26,550	10,871
Alabama Boys' Industrial School	514				1	6			214,343	58,402
Alabama School for Deaf and Blind	140	140	25	28	13	22			415,000	88,411
State Training School for Girls		61				1			79,000	22,463
Alabama Reform School for Juvenile Negro Law Breakers			367				1	2	61,000	24,944
Private and Denominational Schools	5,215	5,122	5,627	8,543	177	355	137	354	5,634,113	1,433,544
Totals	192,029	196,251	77,757	92,171	2,205	8,169	778	2,518	\$27,065,738	10,323,370

GENERAL STATISTICAL SUMMARY OF THE PUBLIC SCHOOLS 1918-1919

	White	Colored	Total
Enrollment:			
a. In elementary and grammar grades:			
Male	171,155	70,288	241,443
Female	171,185	80,612	251,797
b. In high school grades (excluding county high schools):			
Male	8,638	450	9,088
Female	12,218	979	13,197
Total enrollment.....	20,856	1,429	22,285
Average attendance:			
a. In elementary and grammar grades:			
Male	102,743	42,688	145,431
Female	105,773	50,303	156,076
b. In high school grades (excluding county-high schools):			
Male	6,122	360	6,482
Female	8,843	793	9,636
General average attendance.....	223,481	94,144	317,625
Number pupils transported at public expense	3,034	0	3,034
School terms or sessions, average length in days during year.....	124	89	114
Number of schools taught.....	4,596	1,863	6,459
Number of teachers employed:			
a. Male	1,689	514	2,203
b. Female	7,410	2,033	9,443
Total	9,099	2,547	11,646
Grades of certificates held by teachers:*			
a. Life	1,191	102	1,293
b. First	2,230	49	2,279
c. Second	3,197	643	3,840
d. Third	2,330	1,731	4,061
Total	8,948	2,525	11,473

**GENERAL STATISTICAL SUMMARY OF THE PUBLIC SCHOOLS
1918-1919—Continued**

	White	Colored	Total
Number of public school libraries.....	2,135	131	2,266
Number of volumes in libraries.....	215,346	12,095	227,441
Combined value of libraries.....	135,611	7,078	142,689
Number members of A. T. R. C.....	4,653	730	5,383
Number of schoolhouses deeded to the State	2,093	178	2,271
Number of schoolhouses deeded to counties	153	27	180
Number of schoolhouses deeded to the district	1,427	536	1,963
Number of schoolhouses deeded to pri- vate owners (churches, lodges, socie- ties, etc.)	911	1,091	2,002
Total number of schoolhouses.....	4,584	1,832	6,416
Value of schoolhouses and sites.....	10,451,950	1,326,128	11,778,078
Estimated value of seats, desks, etc.....	1,229,629	128,042	1,357,671
Estimated value of teaching equipment	139,112	22,151	161,263
Average yearly salary of teachers:			
a. Male	520	222	450
b. Female	375	222	342
Total salaries paid teachers:			
a. Male	790,993	112,279	903,272
b. Female	3,288,622	446,599	3,735,221
Total salaries paid teachers.....	4,079,615	558,878	4,638,493
Amount expended during the year by the School Improvement Association	78,516	11,925	90,441
Total number of visits by the county superintendent to the schools of the county	10,323	3,446	13,769

*The apparent discrepancy between the "number of teachers holding certificates" and the "number of teachers employed" is accounted for by the fact that some few teachers are not required to hold certificates when teaching only certain subjects upon which examinations are not held: viz., German, French, Manual Training, etc., and that under the law Mobile county teachers are not required to hold State certificates.

GENERAL STATISTICAL SUMMARY OF THE PUBLIC SCHOOLS 1918-1919

FINANCIAL STATEMENT

RECEIPTS

Balance from previous year.....	\$ 265,200
From public funds (includes general fund, poll tax, and county fund)	5,051,634
From general property taxes, loans, bond sales and unpaid warrants (not special county tax).....	346,524
From town appropriations.....	190,881
District taxes	422,548
From sales of property and proceeds of insurance adjustments..	13,077
From matriculation and incidental fees.....	179,045
From supplement by patrons.....	174,235
From State and local sources for alteration and erection of schoolhouses	366,719
From all other sources.....	236,901
Overdrafts	11,634
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Total.....	\$7,258,398

DISBURSEMENTS

Salaries of county superintendents.....	\$ 130,719
Salaries of city superintendents.....	57,430
Salaries of assistant superintendents.....	29,197
Salaries of supervisors.....	155,392
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Total.....	\$ 372,738
Salaries of principals.....	2,063,017
Salaries of teachers.....	2,575,476
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Total salaries of principals and teachers.....	\$4,638,493
Total salaries of teachers, including supervisors.....	\$5,011,231
Other expenses of supervision (include board meetings, stenographers and office supplies.....	72,217
Wages of janitors and their helpers.....	116,881
Fuel, water, light, power, janitors' supplies and other expenses of operation	153,642
Repairs and replacement of equipment, insurance and other upkeep charges	182,608

New buildings and grounds, alterations of old buildings (not repairs)	584,610
New equipment (not replacements).....	114,525
Teaching supplies (crayons, erasers, tablets, text-books furnished, etc.)	66,715
Other expenses	568,899
Transportation	61,014
Balance on hand.....	326,056
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Total.....	\$7,258,398

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE

NAME OF COUNTY AND CITY	ENROLLMENT						ATTENDANCE						No. Finishing Seventh Grade (Rural Schools Only)			
	WHITE			COLORED			WHITE			COLORED						
	Elementary and Grammar Grades		High School Grades	Elementary and Gram- mar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Gram- mar Grades		High School Grades				
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.			Male	Fem.
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.		
Autauga Co. Rural Dis.	699	750	62	74	612	706	341	408	42	68	337	460	11	21		
Prattville, City of	220	260			30	44	209	222			25	48				
Totals for County	919	1000	62	74	642	750	541	630	42	68	362	508	11	21		
Baldwin County	1696	1708	68	118	681	701	935	947	89	84	329	368	1	6	42	56
Barbour Co. Rural Dis.	1239	1182	44	88	785	947	491	543	22	45	316	402	2	3	38	49
Eufaula, City of	155	198	45	56	92	140	120	100	89	47	45	98	1	19		
Totals for County	1394	1380	89	144	827	1087	611	708	80	90	361	500	5	22	38	49
Bibb County	1921	2066	74	82	423	495	1058	1166	54	56	215	248	4	4	66	85
Blount County	3323	3368	52	51	176	86	2034	2098	30	32	68	69				
Bullock Co. Rural Dis.	315	293	60	81	1656	2083	201	186	41	59	939	1305		1	6	15
Union Springs, City of	108	110	29	36	90	108	83	84	25	32	46	58		4		
Totals for County	423	403	89	117	1746	2186	284	270	66	91	1044	1363		5	6	16
Butler Co. Rural Dis.	1053	1648	102	180	666	713	1142	1260	31	110	318	390			20	37
Greenville, City of	127	150	39	59	87	122	110	121	28	40	39	60				
Totals for County	1180	1798	141	239	753	840	1252	1386	109	159	352	390			20	37
Calhoun Co. Rural Dis.	2687	2652	47	83	644	721	1185	1326	31	63	362	418			40	62
Anniston, City of	1073	967	50	92	484	604	741	608	39	72	329	439				
Jacksonville, City of	106	276	31	39	96	73	106	180	19	32	25	33		2		
Piedmont, City of	155	157	16	24	40	44	32	93	11	28	28	32				

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Totals for Cities.....	1431	1400	97	167	610	721		4	959	911	69	135	332	504		3			
Totals for County.....	4118	3963	144	250	1254	1442		4	2114	2137	90	184	744	922		3	40	62	
Chambers Co Rural Dis.	2133	2135	175	247	1729	1814	9	22	1594	1590	116	195	1212	1290	7	19	105	147	16
Lanett, City of.....	520	580	40	60	108	142	8	15	350	400	30	45	70	100	5	5			25
Totals for County.....	2653	2715	215	307	1837	1956	17	37	1944	1998	146	231	1282	1390	12	24	105	147	16
Cherokee County.....	2642	2474	26	52	269	810			1233	1232	8	20	166	215			14	23	
Chilton County.....	2531	2510	31	51	470	512			1600	1730	25	45	359	405			38	53	1
Choctaw County.....	1113	1187	68	110	1081	1325	5	6	865	861	50	77	349	1058	3	4	44	53	
Clarke County.....	1187	1227	31	109	852	1064		8	653	730	53	80	477	543		1	28	54	
Clay County.....	2621	2575	108	149	274	267			1949	1487	61	90	152	159			73	104	
Cleburne County.....	1775	1805			74	79			389	932			53	53					
Coffee County Rural Dis.	2761	2564	70	112	874	466			1161	1143	20	28	165	229			32	34	
Enterprise, City of.....	168	195			59	92			120	135			35	70					
Totals for County.....	2929	2759	70	112	433	558			1281	1273	20	28	200	299			32	34	
Colbert County Rural Dis.	1514	1559	30	31	806	345			771	900	16	22	418	530			27	81	1
Sheffield, City of.....	475	481	60	36	110	124			261	240	35	52	33	60					
Tuscumbia, City of.....	280	303	28	67	140	162	14	34	198	224	23	49	110	131	10	24			
Totals for Cities.....	755	784	88	153	250	286	14	34	459	264	53	101	143	191	10	24			
Totals for County.....	2269	2353	118	184	1056	1131	14	34	1230	1164	76	123	559	721	10	24	27	61	1
Conecuh County.....	1689	1713	84	109	1198	1450	25	32	1398	1406	73	84	798	966	13	24	87	86	6
Cosa County.....	1342	1209	42	43	337	903	5	7	1076	953	31	33	661	726	4	6	21	30	3
Covington Co. Rural Dis.	3172	3206	94	165	495	575			1486	1632	56	106	299	417			25	38	
Andalusia, City of.....	180	203	37	47	59	56			130	154	30	38	35	36					
Florala, City of.....	179	163			60	71			106	114			30	45					
Totals for Cities.....	359	365	37	47	110	127			235	268	30	38	65	81					

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT										ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)		
	WHITE					COLORED					WHITE					COLORED							
	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Fem.	White	Colored
	Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.					Male	Fem.
Totals for County —	3531	3572	131	212		606	702				1721	1900	86	144		363	498					25	28
Crenshaw County —	1962	2298	146	182		277	459	2	3		1618	1894	112	151		289	352	1	2			180	223
Cullman Co. Rural Dis.	4632	4253	44	76		82	50				3119	2881	31	55		73	40					50	58
Cullman, City of —	269	301									190	237											
Totals for County —	4901	4654	44	76		82	50				3309	3118	31	55		73	40					50	58
Dale County Rural Dis.	2221	2283	31	136		367	436				1306	1407	45	82		244	263						
Osark, City of —	150	168	44	58		65	78				130	140	37	47		45	60						
Totals for County —	2371	2451	125	194		432	513				1436	1552	82	129		289	323						
Dallas County Rural Dis.	371	428	41	69		2325	2247				249	300	27	56		1762	1735					26	24
Selma, City of —	612	649	128	190		356	458	4	20		442	393	107	156		193	274	3	17				
Totals for County —	983	977	169	259		2681	2705	4	20		691	693	134	212		1945	2009	3	17			25	24
DeKalb County —	4902	4720	93	107		115	98				2659	2607	65	75		48	52					20	18
Elmore County —	2108	2047	97	123		392	1076	20	25		1346	1396	62	95		616	686	13	14			95	113
Escambia Co. Rural Dis.	1887	1869	24	42		334	335				935	939	7	14		168	195					8	16
Atmore, City of —	162	125									122	126											
Brewton, City of (Unable to secure report)																							
Totals for County —	2029	1994	24	42		334	338				1057	1114	7	14		163	195					8	16
Etowah Co. Rural Dis.	2890	2897	67	76		237	229				1463	1524	26	34		127	119					28	24

DEPARTMENT OF EDUCATION

[illegible]

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT										ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)			
	WHITE					COLORED					WHITE					COLORED								
	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Elementary and Grammar Grades		High School Grades		Male	Fem.	Mile	Fem.	
	Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.					Male	Fem.
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Mile	Fem.
Lauderdale Co Rural Dis.	4181	3876	94	87	821	767	—	—	—	8703	3546	75	72	728	676	—	—	82	103	—	—	—	—	—
Florence, City of	808	829	92	106	104	116	—	—	—	135	138	90	81	47	94	—	—	—	—	—	—	—	—	—
Totals for County	4989	4705	186	193	925	883	—	—	—	8838	3684	166	153	772	770	—	—	82	103	—	—	—	—	—
Lawrence County	2515	2327	56	71	462	486	—	—	—	1428	1366	32	45	320	320	—	—	5	16	—	—	—	—	—
Lee County Rural Dis.	700	661	60	71	1319	1580	1	—	—	429	412	42	55	876	1106	1	—	8	22	—	—	—	—	3
Opelika, City of	192	210	70	86	201	219	12	30	—	146	140	60	80	112	124	8	20	—	—	—	—	—	—	—
Phoenix, City of	290	321	8	2	40	48	7	5	—	240	250	7	1	30	32	5	4	—	—	—	—	—	—	—
Totals for Cities	482	531	78	89	241	267	19	35	—	386	390	67	81	142	156	13	24	—	—	—	—	—	—	—
Totals for County	1182	1182	138	159	1560	1847	29	35	—	815	802	109	137	1016	1263	14	24	8	22	—	—	—	—	—
Limestone County	2511	2682	20	19	665	739	—	—	—	1494	1407	9	9	549	548	—	—	—	—	—	—	—	—	—
Athens, City of	200	225	—	—	25	35	—	—	—	140	155	—	—	13	25	—	—	—	—	—	—	—	—	—
Totals for County	2311	2907	20	19	690	774	—	—	—	1634	1562	9	9	562	573	—	—	—	—	—	—	—	—	—
Lowndes County	266	257	28	23	1255	1561	—	—	—	251	185	21	17	1027	1052	—	—	14	28	—	—	—	—	—
Macon County Rural Dis.	257	196	30	29	1384	2247	5	5	—	198	104	15	22	1000	1190	5	5	12	13	1	1	5	—	—
Tuskegee, City of	55	53	11	23	70	84	—	—	—	49	41	9	21	50	65	—	—	—	—	—	—	—	—	—
Totals for County	312	249	41	52	1354	2331	5	5	—	152	145	24	43	1050	1255	5	5	12	13	1	1	5	—	—
Madison Co. Rural Dis.	3405	3394	143	162	1501	1518	—	—	—	2129	2187	93	138	927	962	—	—	63	82	—	—	—	—	—
Huntsville, City of	378	430	100	132	175	215	20	43	—	219	233	58	97	78	98	8	31	—	—	—	—	—	—	—
Totals for County	3783	3824	243	294	1676	1733	20	48	—	2348	2420	151	233	1005	1055	8	31	63	82	—	—	—	—	—

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Marion Co. Rural Dis.	973	1927	67	115	1374	1522	1	2	375	924	52	36	112	160	2	4			
Demopolis, City of	144	98	27	43	180	182	3	5	96	83	23	36	112	160	2	4			
Totals for County	1077	1125	94	158	1554	1704	4	7	971	1912	76	141	1028	1174	2	8	22	60	
Marion County	2369	3242	76	75	116	124			2095	2120	69	76	80	83			15	19	
Marshall County	4196	4116	226	246	243	245	5	11	2502	2461	178	214	53	54	4	9	59	83	
Mobile Co. Rural Dis.	2516	2999	48	153	1312	1594	4	10	1555	1473	29	95	696	844	3	8	72	156	6
Mobile, City of	2522	2673	347	820	955	1207	40	108	1739	1395	261	472	551	596	32	88			
Totals for County	5038	5672	395	773	2268	2801	44	118	3244	2870	290	567	1247	1540	35	96	72	156	6
Monroe County	1698	1730	69	101	1157	1441	2	5	1121	1269	44	67	746	991	1	6	30	76	
Montgomery Co. Rural Dis.	323	722	124	150	3342	2571			474	435	38	84	1791	2039			40	67	8
Montgomery, City of	1520	1621	353	525	1171	1364	19	39	1102	1157	279	412	761	887	15	30			
Totals for County	2353	2343	477	672	4513	5935	19	39	1576	1602	317	466	2552	2926	15	30	40	67	8
Morgan Co. Rural Dis.	2562	2528	90	164	350	333			1337	1320	65	69	274	287			62	42	
Albany, City of	622	677	75	142	134	35		3	442	484	50	114	120	71		2			
Decatur, City of	259	197	36	42	135	177	3	27	207	167	23	37	96	142	24	30			
Hartselle, City of	200	190			42	39			126	121			22	26					
Totals for Cities	1081	1054	101	184	311	301	6	39	775	775	83	151	238	239	24	32			
Totals for County	3643	3587	191	288	651	634	8	39	2562	2665	148	220	512	506	24	32	52	42	
Perry County Rural Dis.	534	532	40	60	1094	1453	5	12	190	224	31	40	542	766	3	7			
Marion, City of	113	136			26	48			86	100			16	16					
Totals for County	652	708	40	60	1120	1501	5	12	269	324	31	40	558	782	3	7			
Pickens County	1737	1301	117	184	1436	1806	8	6	1229	1230	104	160	1020	1177	6	4	27	57	
Pike County Rural Dis.	1652	1766	57	63	947	1067	16	14	631	742	15	23	444	513	5	4	4	3	
Troy, City of	253	255	55	33	272	336			173	180	43	71	99	146					
Totals for County	1905	2021	112	156	1219	1403	16	14	809	922	58	99	543	659	5	4	4	3	
Randolph Co. Rural Dis.	2702	2733	198	221	698	635	6	5	2044	2024	137	159	564	553	4	4	163	193	15
Roanoke, City of	363	320	50	65	83	86			150	200	40	60	25	40					

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT										ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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	Elementary and Grammar Grades		High School Grades			Elementary and Grammar Grades		High School Grades			Elementary and Grammar Grades		High School Grades			Elementary and Grammar Grades		High School Grades																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
	Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.	Male	Fem.		Male	Fem.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

DEPARTMENT OF EDUCATION

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Marengo Co. Rural Dis.	973	1027	67	115	1374	1522	1	5	575	934	53	183	916	1914	1	2	23	60
Demopolis, City of	104	98	27	43	180	182	3	5	96	38	23	28	112	180	2	4		
Totals for County	1077	1125	94	158	1554	1704	4	7	971	1012	76	141	1028	1174	3	6	22	60
Marion County	3369	3243	76	76	116	124			2065	2129	59	76	80	82			15	10
Marshall County	4196	4146	226	248	248	246	5	11	2502	2461	178	214	82	84	4	9	59	58
Mobile Co. Rural Dis.	2616	2399	48	158	1313	1564	4	10	1555	1475	29	95	595	844	5	8	72	156
Mobile, City of	2522	2673	347	620	955	1207	40	103	1789	1895	261	472	551	696	32	88		14
Totals for County	5038	5072	395	778	2268	2801	44	113	3344	3370	290	557	1247	1540	35	96	72	156
Monroe County	1598	1780	69	101	1157	1441	2	5	1121	1209	44	67	746	991	1	5	39	76
Montgomery Co. Rural Dis.	833	722	124	150	3242	3671			474	435	38	84	1791	2099			40	67
Montgomery, City of	1530	1621	353	622	1171	1364	19	39	1162	1167	279	412	761	837	15	30		20
Totals for County	2363	2343	477	672	4513	5035	19	39	1576	1602	317	466	2552	2936	15	30	40	67
Morgan Co. Rural Dis.	2562	2523	90	104	350	368			1837	1890	65	69	274	267			52	42
Albany, City of	622	677	75	142	134	85		3	442	484	50	114	120	71		2		
Decatur, City of	259	197	26	42	125	177	8	27	207	187	23	37	98	142	24	30		
Hartselle, City of	200	190			42	39			126	121			22	26				
Totals for Cities	1081	1064	101	184	311	361	8	30	775	775	83	151	228	329	24	32		
Totals for County	3643	3687	191	288	661	684	8	30	2632	2665	148	220	512	506	24	32	52	42
Perry County Rural Dis.	534	582	40	60	1094	1458	5	12	190	224	31	40	542	766	3	7		
Marion, City of	113	125			28	48			98	100			16	16				
Totals for County	652	708	40	60	1120	1506	5	12	288	324	31	40	558	782	3	7		
Pickens County	1787	1801	117	184	1436	1806	9	6	1229	1230	104	160	1028	1177	6	4	27	67
Pike County Rural Dis.	1652	1766	57	89	947	1067	16	14	891	743	15	28	444	613	5	4	4	8
Troy, City of	253	255	55	83	272	236			178	180	42	71	99	146				
Totals for County	1905	2021	112	156	1219	1403	16	14	309	922	56	99	543	659	5	4	4	8
Randolph Co. Rural Dis.	2702	2733	198	221	698	685	6	6	2044	1924	137	159	564	553	4	4	163	194
Roanoke, City of	365	320	50	65	83	86			156	290	49	60	25	40				9

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT						ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)		
	WHITE			COLORED			WHITE			COLORED									
	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades							
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.					
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.			
Totals for County	3067	3053	243	286	781	771	6	6	2194	2224	177	219	580	593	4	4	163	15	9
Russell Co. Rural Dis	350	302	32	55	537	657			225	201	22	33	259	338			9	18	
Girard, City of	201	214	12	23	39	46	4	7	185	203	10	19	28	40	3	5			
Totals for County	551	516	44	78	576	702	4	7	410	404	32	57	287	378	3	8	9	18	
Shelby County	2273	2312	133	136	627	692			1693	1704	93	92	453	483					
St Clair County	2758	2740	90	196	505	494			1367	1570	84	87	321	413			35	92	5
Sumter County	563	592	96	132	1267	1635	3	9	371	394	66	75	380	1275	3	6	38	47	
Talladega Co Rural Dis.	2233	2253	70	101	1325	2059			1353	1351	35	55	521	1034			30	50	9
Sylacauga, City of	145	135			30	24			95	84			20	19					
Talladega, City of	371	391	59	53	70	91			225	246	34	40	43	63					
Totals for Cities	516	526	50	53	100	115			320	330	34	40	63	72					
Totals for County	2808	2779	129	154	1925	2184			1672	1631	69	95	884	1106			30	50	9
Tallapoosa Co. Rural Dis	2165	2178	130	113	1093	1213			1223	1190	53	48	521	701			23	23	5
Alexander City, City of	264	265	35	57	43	51	4	10	165	173	23	47	35	40	3	9			
Totals for County	2429	2443	166	176	1141	1264	4	10	1338	1365	81	95	656	741	3	9	33	23	5
Tuscaloosa Co. Rural Dis.	3393	3215	91	142	1233	1323	5	8	2034	2044	64	116	1023	1190	5	8	35	112	
Tuscaloosa, City of	661	716	137	162	159	241	3	12	467	493	33	123	95	156	2	7			
Totals for County	4053	3931	228	304	1392	1569	8	30	2491	2537	102	233	1117	1356	7	15	35	112	

Walker Co. Rural Dis.	5199	5230	144	196	761	864	10	16	2472	2672	91	123	439	550	8	13	97	137	10	12
Jasper, City of.	216	201			20	34			173	190			16	30						
Totals for County	5415	5431	144	196	781	898	10	16	2645	2862	91	123	457	580	8	13	97	137	10	12
Washington County	1045	1059	45	56	617	480			628	559	27	30	308	230			3	13		
Wilcox County	632	619	74	118	1360	1263			367	337	42	33	700	771			36	34		
Winston County	2006	1843	51	31					1375	1235	40	43					13	7		
Rural Districts	144328	143667	5128	7049	9659	65963	148	221	84233	86736	3274	4666	35486	41169	103	161	2871	3773	80	178
Totals for Cities	26837	27518	3510	5189	11949	14649	302	753	18510	19037	2843	4177	7302	9134	257	633				
Grand Total	171155	171185	8638	12216	70238	90612	450	979	102743	105773	6132	8343	42838	50303	360	793	2871	3773	90	178

PUPILS TRANSPORTED, LIBRARIES AND READING CIRCLES, SCHOOLS TAUGHT, LENGTH OF TERM, VISITS BY SUPERINTENDENTS, EXPENDED BY S. I. A.

NAME OF COUNTY AND CITY	Pupils Transported at Public Exp. White				LIBRARIES AND READING CIRCLE										No. of Schools Taught		Average Length of Term		No. Visits by County Supt. and Assistant (Rural Schools)		Amount Spent by S. I. A.	
	Elem. & High Grades		School Grades		No. of Libraries		No. of Volumes		Value of Libraries		No. of Members A.T.R.C.		White	Colored	White	Colored	White	Colored	White	Colored		
	Male	Female	Male	Female	White	Colored	White	Colored	White	Colored	White	Colored										
Autauga County Rural Districts	60	79			17		1796		697		30		50	21	104	75	42	413				
Prattville, City of					1		500		600		11		1	1	180	80			1000	105		
Totals for County	60	79			18		2296		1297		41		51	22	105	75	42	41	1000	105		
Baldwin County					53	6	5335	615	4232	274	118	28	81	31	131	105	84	55	3781	533		
Barbour County Rural Districts	24	34			30	5	1549	74	940	100	80		59	31	96	64	97	19	145	37		
Eufaula, City of					1		150		200				2	1	180	160						
Totals for County	24	34			31	6	1699	74	1240	100	80		61	32	106	67	97	19	145	37		
Bibb County					52	2	4313	615	2841	510	96		57	14	129	33	77	9	1081			
Blount County											20		34	6	115	30	95					
Bullock County Rural Districts	43	39	5	2	17	1	1833	4	638	2	4		20	46	120	60	53	101	17	8		
Union Springs, City of	9	8	1	2	3	1	1200	100	800	50	3	3	2	2	175	175			30	32		
Totals for County	52	47	6	4	20	2	3033	104	1438	52	12	3	22	48	125	65	53	101	97	33		
Butler County Rural Districts					23		1563		753		6	1	74	23	117	63	67	2	302	72		
Greenville, City of					1		800		500		10		1	1	165	165						
Totals for County					24		2363		1253		16	1	75	24	118	72	67	2	302	72		
Calhoun County Rural Districts					26	1	2284	20	1260	6	97	33	61	31	142	110	37	4	528	189		
Annikton, City of					3	1	800	100	600	100	43	14	7	4	157	157						

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[illegible]

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT						ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)	
	WHITE			COLORED			WHITE			COLORED								
	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Male Fem.		White	Colored		
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.		
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.		
Landerdale Co Rural Dis.	4131	3879	94	87	831	767	3703	3546	75	72	725	676		82	103			
Florence, City of	308	829	92	106	104	116	135	133	90	81	47	94						
Totals for County	4939	4708	186	193	935	883	3838	3679	165	153	772	770		82	103			
Lawrence County	2615	2327	56	71	463	436	1425	1246	32	45	320	320		5	16			
Lee County Rural Dis.	700	651	60	71	1319	1580	429	412	42	56	876	1106	1	8	22	3		
Opelika, City of	192	210	70	84	201	219	146	140	60	80	112	124	3					
Phoenix, City of	290	321	8	2	40	43	240	250	7	1	30	32	5					
Totals for Cities	482	531	78	83	241	267	386	390	67	81	142	156	13					
Totals for County	1182	1182	138	159	1560	1847	315	352	109	137	1018	1252	14	3	22	8		
Limestone County	2511	2662	20	19	665	729	1404	1407	9	9	549	648						
Athens, City of	200	225			25	35	140	155			16	25						
Totals for County	2311	2907	20	19	690	764	1544	1562	9	9	565	673						
Lowndes County	286	257	28	23	1255	1561	301	185	21	17	1037	1053		14	23			
Macon County Rural Dis.	257	196	30	39	1834	2247	103	104	15	22	1000	1190	5	5	13	5		
Tuskegee, City of	55	53	11	23	70	34	49	41	9	21	50	65						
Totals for County	312	249	41	62	1954	2331	152	146	24	43	1050	1255	5	5	13	5		
Madison Co. Rural Dis.	3405	3094	143	162	1501	1518	2129	2167	93	126	937	962		63	82			
Huntsville, City of	373	420	100	122	175	215	219	233	68	97	78	93	8					
Totals for County	3733	3514	243	284	1676	1733	2348	2400	161	223	1005	1055	8	31	83			

DEPARTMENT OF EDUCATION

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Marengo Co. Rural Dis.	973	1027	67	115	1374	1522	1	2	876	924	53	109	916	1014	1	2	23	60
Demopolis, City of	104	98	27	45	130	152	3	5	96	88	23	26	112	100	2	4	—	—
Totals for County	1077	1125	94	158	1504	1704	4	7	971	1012	76	141	1028	1174	3	6	23	60
Marion County	3369	3243	75	75	116	124	—	—	2995	2120	59	75	80	83	—	—	15	13
Marshall County	4196	4146	226	246	248	248	8	11	2502	2481	178	214	53	54	4	9	59	58
Mobile Co. Rural Dis.	2515	2339	48	153	1313	1594	4	10	1555	1475	29	95	595	844	3	8	72	156
Mobile, City of	2522	2672	247	620	955	1297	40	108	1789	1895	261	472	551	695	32	88	—	6
Totals for County	5038	5072	395	773	2268	2891	44	118	3344	3370	290	567	1247	1540	35	96	72	156
Monroe County	1698	1780	69	101	1137	1441	2	5	1121	1299	44	87	745	891	1	5	30	75
Montgomery Co. Rural Dis.	823	722	124	150	3342	3671	—	—	474	435	38	54	1791	2099	—	—	40	87
Montgomery, City of	1589	1621	353	522	1171	1364	19	39	1102	1167	279	412	761	837	15	30	—	8
Totals for County	2353	2343	477	672	4513	5035	19	39	1576	1602	317	466	2552	2936	15	30	40	87
Morgan Co. Rural Dis.	2562	2523	90	104	350	383	—	—	1837	1899	65	69	274	267	—	—	52	42
Albany, City of	622	677	75	142	134	85	—	3	442	484	60	114	120	71	—	2	—	—
Decatur, City of	259	197	26	42	135	177	8	27	207	167	23	37	98	142	24	30	—	—
Hartselle, City of	200	190	—	—	42	39	—	—	126	121	—	—	22	26	—	—	—	—
Totals for Cities	1081	1064	191	184	311	301	8	30	775	775	33	151	236	239	24	32	—	—
Totals for County	3643	3587	191	233	561	694	9	30	2662	2665	143	220	512	506	24	32	52	42
Perry County Rural Dis.	584	582	40	60	1094	1458	5	13	190	224	31	40	542	766	3	7	—	—
Marion, City of	118	126	—	—	26	48	—	—	98	100	—	—	16	16	—	—	—	—
Totals for County	652	708	40	60	1120	1506	5	13	288	324	31	40	558	782	3	7	—	—
Pickens County	1737	1801	117	184	1436	1806	3	6	1220	1230	104	160	1020	1177	6	4	27	57
Pike County Rural Dis.	1652	1766	57	68	947	1067	16	14	631	743	15	28	444	513	5	4	4	8
Troy, City of	253	355	56	88	272	336	—	—	178	180	43	71	99	146	—	—	—	—
Totals for County	1905	2021	112	156	1219	1403	16	14	809	922	58	99	543	659	5	4	4	8
Randolph Co. Rural Dis.	2702	2733	198	221	698	685	6	6	2944	3024	137	159	564	553	4	4	163	193
Roanoke, City of	365	320	50	65	83	86	—	—	159	200	40	60	25	40	—	—	—	16

ENROLLMENT, ATTENDANCE, NUMBER FINISHING SEVENTH GRADE—Continued

NAME OF COUNTY AND CITY	ENROLLMENT						ATTENDANCE										No. Finishing Seventh Grade (Rural Schools Only)			
	WHITE			COLORED			WHITE			COLORED										
	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades	Elementary and Grammar Grades		High School Grades								
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.						
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	White	Colored				
Totals for County	3067	3053	248	288	781	771	6	6	2194	2224	177	219	539	593	4	4	163	193	15	9
Russell Co. Rural Dis.	359	302	32	55	537	657			225	201	22	38	259	338			9	18		
Girard, City of	201	214	12	23	39	45	4	7	186	203	10	19	28	40	3	6				
Totals for County	561	516	44	78	576	702	4	7	410	404	32	57	287	378	3	6	9	18		
Shelby County	2273	2312	133	136	627	692			1698	1704	88	92	458	488						
St. Clair County	2768	2740	90	195	505	494			1367	1570	84	87	321	413			35	92		5
Sumter County	563	592	96	132	1267	1635		9	371	394	65	75	880	1275	3	6	38	47		
Talladega Co Rural Dis.	2292	2253	70	101	1825	2069			1352	1351	25	55	821	1034			30	50		9
Sylacauga, City of	146	136			30	24			95	84			20	19						
Talladega, City of	371	391	50	83	70	91			225	246	34	40	43	53						
Totals for Cities	516	526	50	83	100	115			320	330	54	40	63	72						
Totals for County	2808	2779	120	154	1925	2184			1672	1691	69	95	884	1106			30	50		9
Tallapoosa Co. Rural Dis.	2165	2178	130	118	1093	1213			1228	1190	53	48	621	701			33	33	1	5
Alexander City, City of	264	255	39	57	43	51	4	10	165	175	23	47	35	40	3	9				
Totals for County	2429	2443	169	175	1141	1264	4	10	1333	1365	81	95	656	741	3	9	33	33	1	5
Tuscaloosa Co. Rural Dis.	2392	3215	91	142	1233	1328	5	8	2034	2044	64	115	1023	1100	5	6	85	112		
Tuscaloosa, City of	661	716	137	162	159	241	3	12	457	493	88	123	95	156	2	7				
Totals for County	4053	3931	228	304	1392	1569	8	20	2491	2537	152	238	1117	1256	7	15	85	112		

Walter Co. Rural Dis.	6199	6239	144	106	761	884	10	16	2472	2672	91	123	489	539	8	12	97	137	10	12
Jasper, City of	218	201			30	34			178	190			18	30						
Totals for County	5415	5431	144	196	791	898	10	15	2645	2862	91	123	457	560	8	12	97	137	10	12
Washington County	1045	1059	45	55	417	480			528	559	27	30	326	390			3	18		
Wilcox County	922	619	74	118	1260	1263			357	337	42	52	709	771			38	54		
Winston County	2006	1843	51	51					1376	1226	46	48					13	7		
Rural Districts	144328	143667	6129	7049	58339	65943	148	221	84283	86730	3274	4666	35486	41169	103	161	2671	3773	80	178
Totals for Cities	26827	27518	3510	5159	11349	14649	302	758	18510	19037	2848	4177	7202	9134	257	633				
Grand Total	171155	171185	8638	12218	70288	80612	450	979	102743	105773	6122	8843	42658		260	792	2671	3773	80	178

DEPARTMENT OF EDUCATION

County	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Jacksonville, City of	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Piedmont, City of	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63
Totals for Cities	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118	118
Totals for County	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222	2222
Chambers County Rural Dis.	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Lanett, City of	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	2009
Totals for County	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172	20172
Cherokee County	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513	1513
Chilton County	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147
Choctaw County	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130
C'arke County	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230
Clay County	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143
Claburne County	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209	1209
Coffee County Rural Districts	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793	793
Enterprise, City of	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175
Totals for County	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963	963
Colbert County Rural Districts	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553	3553
Sheffield, City of	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Tusculum, City of	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
Totals for Cities	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900
Totals for County	4453	4453	4453	4																	

PUPILS TRANSPORTED, LIBRARIES AND READING CIRCLES, SCHOOLS TAUGHT, LENGTH OF TERM, VISITS BY SUPERINTENDENTS, EXPENDED BY S. I. A.—Continued

NAME OF COUNTY AND CITY	Pupils Transported at Public Exp.				LIBRARIES AND READING CIRCLE				No. of Schools Taught		Average Length of Term		No. Visits by County Supt. and Assistants (Rural Schools)		Amount Spent by S. I. A.	
	Elem. & High School Grades		White		No. of Libraries	No. of Volumes		Value of Libraries	No. of Members A.T.R.C.		White	Colored	White	Colored	White	Colored
	Male	Female	Male	Female		White	Colored		White	Colored						
Florida, City of	—	—	—	—	1	249	—	159	2	—	1	1	—	—	—	—
Totals for Cities	—	—	—	—	2	799	—	650	9	—	2	2	—	—	900	—
Totals for County	2	1	—	—	31	2326	—	1672	33	2	26	21	113	34	1218	—
Greshaw County	—	—	—	—	3	465	—	400	85	1	77	15	84	8	733	—
Cullman County Rural Districts	—	—	—	—	18	3538	—	1890	10	—	119	2	145	1	—	—
Cullman, City of	—	—	—	—	1	345	—	200	3	—	1	—	—	—	200	—
Totals for County	—	—	—	—	14	3933	—	2090	13	—	120	2	143	1	200	—
Dale County Rural Districts	18	14	—	—	47	2173	—	1679	19	—	66	14	132	14	447	—
Ozark, City of	—	—	—	—	1	150	—	300	10	—	1	1	—	—	—	—
Totals for County	13	14	—	—	48	2323	—	1970	29	—	67	15	132	14	447	—
Dallas County Rural Districts	—	—	—	—	19	2653	27	1467	15	—	26	75	96	—	648	—
Selma, City of	—	—	—	—	3	2350	300	2350	5	—	5	2	—	—	—	—
Totals for County	—	—	—	—	22	5153	327	3817	106	—	31	77	96	—	648	—
DeKalb County	—	—	—	—	21	1065	—	535	93	—	113	4	101	1	270	—
Elmore County	—	—	—	—	41	4979	—	2482	90	1	63	28	166	—	1164	84
Racambia County Rural Dis	—	—	—	—	46	9248	—	2120	84	—	74	13	169	8	385	702
Atmore, City of	—	—	—	—	—	—	—	—	—	—	1	—	—	—	70	—

PUPILS TRANSPORTED, LIBRARIES AND READING CIRCLES, SCHOOLS TAUGHT, LENGTH OF TERM, VISITS BY SUPERINTENDENTS, EXPENDED BY S. I. A.—Continued

NAME OF COUNTY AND CITY	Pupils Transported at Public Exp.				LIBRARIES AND READING CIRCLE						No. of Schools Taught		Average Length of Term		No. Visits by County Supt. and Assistants (Rural Schools)		Amount Spent by S. I. A.		
	Elem. & High Grades		White		No. of Libraries	No. of Volumes		Value of Libraries		No. of Members A.T.R.C.		White	Colored	White	Colored	White	Colored	White	Colored
	Male	Female	Male	Female		White	Colored	White	Colored	White	Colored								
Totals for Cities	101	25	16	16	34	12	14720	1400	11365	833	154	20	40	24	161	161	16400	1100	
Totals for County	6	8			143	27	32632	2683	22648	1460	577	192	173	105	167	164	20437		
Lamar County					34	1	2312	147	1113	65	55	1	82	17	98	56	374		
Lauderdale County Rural Dis.	11	9			58	1	4355	65	1280	30	124	23	81	20	140	87	3843		
Florence, City of					2		3000		2000				4	1	130	130	1000	50	
Totals for County	11	9			66	1	7355	65	3980	30	124	23	85	21	142	91	4843	50	
Lawrence County					40		2433		1185		4		73	14	123	63			
Lee County Rural Districts	44	42	3	7	21	1	2332	66	1193	50	56		39	55	150	50	60	275	
Opelika, City of					3	1	800	50	900	50	17	6	3	1	190	150	230	300	
Phoenix, City of											11	1	2	1	175	175	75	5	
Totals for Cities					3	1	300	50	800	50	23	7	5	2	173	167	295	305	
Totals for County	44	42	3	7	34	2	3032	115	1993	100	84	7	44	57	153	65	353	500	
Limestone County Rural Dis.					40				1230				70	21	134	40	110		
Athens, City of					1		60		120		6		2	1	190	140			
Totals for County					41		60		1250		6		72	22	135	45	110		
Lowndes County					7		543		212		9	3	38	32	120	73	21	153	
Macon County Rural Districts	1	1			14	21	1376	1020	743	280	9	6	25	23	150	100	35	96	

DEPARTMENT OF EDUCATION

[illegible]

PUPILS TRANSPORTED, LIBRARIES AND READING CIRCLES, SCHOOLS TAUGHT, LENGTH OF TERM, VISITS BY SUPERINTENDENTS, EXPENDED BY S. I. A.—Continued

NAME OF COUNTY AND CITY	Pupils Transported at Public Exp.				LIBRARIES AND READING CIRCLE.						No. of Schools Taught		Average Length of Term		No. Visits by County Supt. and Assistant (Rural Schools)		Amount Spent by S. I. A.	
	White				No. of Libraries		No. of Volumes		Value of Libraries		No. of Members A.T.R.C.		White		Colored		White	
	Elem. & Gram. Grades		High School Grades		Male	Female	Male	Female	White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
	Male	Female	Male	Female														
Pike County Rural Districts																		
Troy, City of									35	1	1951	8	961	4	78	4	65	85
Totals for County									36	2	2761	23	1461	16	78	4	68	88
Randolph County Rural Dis.									63		2445		1509		26		72	22
Roanoke, City of									1		1900		500		15		2	1
Totals for County									64		3445		2000		41		74	23
Russell County Rural Districts									13	1	1426	6	790	10	25		23	11
Girard, City of									1	1	230	30	230	30	11		2	1
Totals for County									19	2	1646	36	920	40	36		25	13
Shelby County	18	24							21		1094		819		126	30	76	25
St. Clair County									25		2719		1843		6		35	9
Sumter County									15	1	1375	50	1052	80	43	2	32	38
Talladega County Rural Dis.									27	1	1463	6	855	3	9	6	64	55
Sylacauga, City of																	1	1
Talladega, City of	10	6							1		200		200		18	4	2	1
Totals for Cities									1		200		200		19	4	3	2
Totals for County									28	1	1463	6	1055	8	38	10	67	57

DEPARTMENT OF EDUCATION

Talapoosa County Rural Dis...	14	2	1433	123	1251	69	11	75	39	104	67	52	10	199	17
Alexander City, City of	2	—	656	—	225	—	—	3	1	190	190	—	—	—	—
Totals for County	56	2	2143	123	1576	60	11	78	40	107	70	52	10	199	17
Tuscaloosa County Rural Dis...	75	1	4522	190	2620	50	55	38	197	47	126	110	7	—	—
Tuscaloosa, City of	6	1	5222	165	1725	58	5	6	1	180	180	—	—	986	57
Totals for County	81	2	10105	306	4345	115	60	39	113	48	130	110	7	986	57
Walker County Rural Districts	39	4	3241	190	1911	715	220	30	104	31	189	231	55	1159	594
Jasper, City of	—	—	—	—	—	—	13	2	1	1	190	140	—	—	37
Totals for County	39	4	3241	190	1911	715	233	32	105	32	189	231	55	1159	631
Washington County	14	17	496	—	325	—	15	—	61	17	120	64	7	1200	—
Wilcox County	20	29	1643	—	1059	—	8	2	41	39	153	41	10	—	—
Winston County	5	—	715	—	409	—	82	—	72	—	102	65	—	—	—
Rural Districts	1156	1193	185	156	3019	102	160963	5327	39093	4526	4190	634	4443	1733	123
Totals for Cities	299	34	1	3	116	24	54433	3753	45913	2552	553	96	145	30	171
Grand Total	1455	1292	136	161	2135	131	215346	12006	135611	7078	4653	739	4596	1863	124

NUMBER OF TEACHERS, GRADES OF CERTIFICATES, SALARIES.

NAME OF COUNTY AND CITY	No. of Teachers (including Suppls., and Supervisors)				GRADES OF CERTIFICATE								Total Salaries Paid Teachers (Not including Supervisors)				Average Yearly Salary (not includ- ing Supervisors)			
	White		Colored		White				Colored				White		Colored		White		Colored	
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	Male	Female	Male	Female	Male	Female	Male	Female
Autauga County Rural Districts	7	44	8	14		4	18	15	18		2	2	18	\$ 3364	\$ 15735	\$ 2737	\$ 480	\$ 366	\$ 164	\$ 199
Prattville, City of		11		3		2	6	1	2		1	2			488			488		155
Totals for County	7	55	8	17		6	20	22	14		3	20		3364	20615	1149	480	890	164	191
Baldwin County	30	92	6	21		9	17	83	31		1	6	18	13267	45357	1660	474	504	310	237
Barbour County Rural Districts	11	74	11	18		8	27	33	17		2	27		7837	21040	1224	783	800	111	98
Eufaula, City of	1	11	1	3		4	6					3			6120	406		556	406	180
Totals for County	12	85	12	21		12	33	33	17		2	30		7837	27160	1629	783	333	135	106
Bibb County	22	77	3	20		19	24	27	29		1	6	14	13167	36069	1109	627	470	370	217
Blount County	42	95	9	6		17	17	44	51		1	8		15099	31305	494	831	329	202	149
Bullock County Rural Districts	9	31	7	41		13	10	11	6		2	46		4598	11891	589	3294	612	338	33
Union Springs, City of	2	9	1	2		1	10				2			1215	5320	360	540	530	360	270
Totals for County	11	40	8	43		14	20	11	6		4	46		6108	16611	949	3834	679	423	118
Butler County Rural Districts	16	84	7	17		11	19	43	27		7	17		9160	33835	803	1949	544	404	115
Greenville, City of	1	9	1	2		5	5				1	2			5355	360		585	360	150
Totals for County	17	93	8	19		16	24	43	27		8	19		9160	39250	1163	2309	544	423	145
Calhoun County Rural Districts	21	76	1	22		9	23	41	26		11	13		11394	36003	219	6217	465	219	231
Anneton, City of	2	41		14		13	21	8	1		5	7		490	27804		4800	620	620	313
Jacksonville, City of	2	6	1	1		3	6				1			1250	3516	409	339	675	409	280

DEPARTMENT OF EDUCATION

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Piedmont, City of	1	7	1	1	5	5	—	—	—	1	1200	4839	299	150	1300	617	200	150
Totals for Cities	5	54	2	16	19	31	6	1	1	3	7	26446	640	5230	808	660	300	327
Totals for County	26	132	3	33	33	54	49	27	1	2	15126	71643	619	10447	630	547	273	273
Chambers County Rural Districts	21	110	3	37	13	54	49	17	2	—	21	60797	2260	5704	799	515	232	199
Lanett, City of	2	23	1	2	19	3	1	1	—	—	1	13400	552	676	1630	609	562	517
Totals for County	23	141	9	39	37	57	50	18	2	—	22	74187	2822	7469	824	530	314	194
Cherokee County	32	84	1	11	12	21	33	40	—	—	7	25133	193	1240	453	300	193	122
Chilton County	46	72	7	10	13	20	43	42	—	—	15	21303	1297	1859	350	300	185	134
Choctaw County	14	69	13	25	13	17	32	21	—	—	6	20567	307	1086	311	293	69	43
Clarke County	14	69	9	25	9	16	25	31	1	—	31	24828	1371	2639	551	365	153	146
Clay County	48	66	5	6	15	19	49	31	—	—	9	25721	365	1000	431	396	102	167
Cleburne County	14	63	1	3	3	7	26	41	—	—	3	14791	270	550	222	235	270	132
Coffee County Rural Districts	17	115	4	11	7	35	59	31	—	—	12	47662	1042	2559	324	418	261	260
Enterprise, City of	1	6	1	2	3	3	4	1	1	2	850	3570	420	445	850	595	420	222
Totals for County	13	121	5	12	7	38	63	31	1	2	12	51232	1462	3004	414	427	292	250
Colbert County Rural Districts	16	61	3	27	6	16	31	24	—	—	25	26997	425	4874	538	443	212	181
Sheffield, City of	2	19	1	4	4	14	2	1	—	—	1	12304	450	1260	1012	574	450	315
Tusculum, City of	1	12	1	6	4	5	2	—	—	1	2	7875	980	2340	606	900	390	390
Totals for Cities	3	32	2	10	3	22	4	1	—	1	3	20679	1350	3600	1012	640	675	352
Totals for County	19	94	5	27	14	36	35	25	—	1	29	47076	1775	8474	572	513	444	329
Conner County	10	89	11	22	1	20	47	21	—	—	9	34452	2494	4881	563	337	227	213
Cook County	23	68	3	25	14	21	40	19	1	—	5	13964	2031	2703	240	211	254	105
Covington County Rural Districts	27	122	9	11	11	35	61	34	—	—	16	33721	994	2363	358	317	110	215
Andalusia, City of	1	15	—	2	6	6	3	1	—	—	1	9540	—	486	—	636	—	213
Florida, City of	1	7	1	1	1	6	—	1	—	—	1	3063	359	310	1925	433	359	219

NUMBER OF TEACHERS, GRADES OF CERTIFICATES, SALARIES.—Continued.

NAME OF COUNTY AND CITY	No. of Teachers (including Supts., and Supervisors)				GRADES OF CERTIFICATE								Total Salaries Paid Teachers (Not including Supervisors)				Average Yearly Salary (not includ- ing Supervisors)			
	White		Colored		White				Colored				White		Colored		White		Colored	
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	Male	Female	Male	Female	Male	Female	Male	Female
Totals for Cities	2	22	1	3	7	12	3	2					1925	12605	359	646	1925	573	359	213
Totals for County	29	144	10	14	18	35	64	56					11282	51325	1353	3009	415	356	135	214
Crenshaw County	27	92	5	12	7	23	57	32	1				10477	25630	730	951	419	279	156	32
Cullman County Rural Districts	50	131			12	15	55	37					15133	40740		595	315	316		149
Cullman, City of	1	8			2	4	3						1500	4930			1500	519		
Totals for County	51	139	4	12	14	19	58	37					16633	45690		595	340	334		149
Dale County Rural Districts	15	38	2	15	10	22	33	33					6436	33207	390	2069	460	375	130	154
Ozark, City of	1	9			3	6	2						1500	5760		340	1500	640		170
Totals for County	16	47	2	17	13	27	40	33					7936	38967	390	2349	529	402	130	167
Dallas County Rural Districts	3	44	11	64	11	15	17	3					1600	31917	330	4553	300	510	50	75
Selma, City of	2	23	1	13	18	19	1		2	1			3075	26696	1100	4342	1537	722	1100	334
Totals for County	5	67	12	77	29	34	18	3	2	1			4675	48613	1930	9195	1169	568	165	119
DeKalb County	62	129			11	25	60	92					25047	37373		556	411	390		130
Elmore County	10	109	11	22	19	57	31	21					8630	25556	1260	2342	480	354	115	115
Escambia County Rural Districts	6	102	3	9	1	23	47	20					6273	35138	490	1808	659	351	133	105
Atmore, City of	1	5			2	4	1						1500	3465			1500	578		
Brewton, City of (Unable to secure report)																				
Totals for County	10	108	3	3	3	37	45	20					6773	35573	400	1808	763	354	133	105

Browah County Rural Districts	25	92	8	6	10	23	45	42	1	3	4	11280	24085	443	1400	470	326	221	223
Alabama City, City of	1	14	—	—	—	6	7	3	—	—	—	—	9600	—	—	—	642	—	—
Attalla, City of	—	6	1	1	1	4	1	—	1	—	—	—	3637	496	315	—	606	495	310
Gadsden, City of	4	42	1	7	16	19	8	3	—	4	4	632	25919	548	1819	1170	630	548	260
Totals for Cities	5	62	2	8	17	28	15	3	1	4	5	632	38456	1043	2124	1170	631	521	267
Totals for County	30	154	4	14	24	51	61	45	1	7	9	11962	73441	1486	3834	478	477	372	232
Payette County	35	77	4	14	9	23	55	26	—	6	12	11843	21502	746	1736	336	239	186	124
Franklin County Rural Districts	48	79	3	8	9	32	52	34	—	4	4	16177	24858	1009	2277	344	315	233	235
Russellville, City of	1	7	—	—	3	3	1	1	—	—	—	630	3925	—	—	630	561	—	—
Totals for County	49	86	3	8	12	35	53	35	—	4	4	16807	26783	1009	2277	350	335	233	235
Geneva County	29	89	9	8	12	19	43	46	—	7	16	15438	31506	878	3163	572	325	96	146
Greene County	3	31	9	27	3	9	11	10	1	6	29	1566	11037	1179	2148	1540	356	181	121
Hale County Rural Districts	2	51	14	39	7	8	20	18	5	7	41	637	22136	2313	5418	637	435	170	143
Greensboro, City of	1	5	1	2	2	1	2	1	—	1	2	1750	3158	300	440	1750	630	300	220
Totals for County	3	56	15	41	9	9	22	19	5	8	43	2387	25336	2613	5858	1193	452	174	146
Henry County	14	63	5	11	5	12	33	26	—	6	11	5288	19714	302	1575	497	318	160	143
Houston County Rural Districts	34	72	4	12	6	18	44	38	—	1	13	15514	25605	536	1490	479	361	147	127
Dothan, City of	6	23	1	9	8	13	1	—	—	1	3	6680	16165	617	1953	1336	703	617	244
Totals for County	40	95	5	20	14	36	45	38	—	2	16	22494	41770	1203	3363	592	440	241	177
Jackson County Rural Districts	54	137	4	11	12	35	64	79	—	6	9	15799	33566	672	1209	293	247	168	110
Bridgeport, City of	1	5	—	1	2	—	4	—	—	—	1	1125	2790	—	360	1125	558	—	360
Totals for County	55	142	4	12	14	35	68	79	—	6	10	16924	36356	672	1569	313	258	168	131
Jefferson County Rural Districts	74	356	20	161	97	133	149	51	12	6	73	95338	221293	6242	60435	941	827	446	383
Bessemer, City of	6	48	1	21	22	24	8	—	1	1	10	—	34010	720	3000	—	709	720	381
Birmingham, City of	66	489	18	165	171	133	165	19	13	6	83	38673	384090	12392	78918	1432	304	758	481
Totals for Cities	72	547	19	186	193	167	173	19	19	7	93	38673	416100	13612	80913	1432	792	756	470
Totals for County	148	903	39	347	290	290	322	79	31	13	166	104511	639393	19854	147353	1077	732	620	430

NUMBER OF TEACHERS, GRADES OF CERTIFICATES, SALARIES.—Continued.

NAME OF COUNTY AND CITY	No. of Teachers including Supls., and Supervisors				GRADES OF CERTIFICATE										Total Salaries Paid Teachers (Not including Supervisors)				Average Yearly Salary (not includ- ing Supervisors)			
	White		Colored		White					Colored					White		Colored		White		Colored	
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	Male	Female	Male	Female	Male	Female	Male	Female		
Lamar County	25	98	4	18	12	26	55	30					1	6	7284	30770	537	1400	304	317	134	103
Lauderdale County Rural Dis.	21	111	2	21	1	33	43	48					9	14	10384	50235	305	4395	547	462	152	209
Florence, City of	2	34	1	3	11	22	1			1	3				1200	13560	450	945	1200	452	450	315
Totals for County	28	145	3	24	12	60	44	48		1	12	14			11584	62895	755	5340	579	460	252	323
Lawrence County	24	91	5	12	2	29	51	32	3				1	12	8632	32910	447	1871	392	362	89	158
Lee County Rural Districts	2	57	6	30	7	15	21	16	3				7	26	490	26539	500	3501	490	474	133	121
Opelika, City of	2	16	1	5	6	9	2						4	2	1300	10080	480	1440	1300	372	430	289
Phoenix, City of	1	10	1	1	2	2	7						1	1		6000	400	160		500	400	160
Totals for Cities	3	25	2	6	8	11	9						5	3	1200	15080	980	1600	1300	502	440	267
Totals for County	5	32	5	36	15	26	30	16	3				12	29	1790	41639	1380	5101	336	514	210	146
Limestone County	13	107	5	17	9	32	37	29		1				21	8220	41344	315	1302	513	400	63	77
Athens, City of	1	7		1	3	3	2							1	1500	3720		245	1500	540		245
Totals for County	14	114	5	18	12	35	39	29		1				22	7720	45124	315	1547	594	493	63	96
Lowndes County	7	43	25	27	7	3	21	14					12	49	2990	12014	3677	2573	498	419	105	34
Macon County Rural Districts	2	35	4	55	5	9	15	6	3				8	49	442	12523	530	9371	442	407	145	176
Tuskegee, City of	1	5		2	1	5							1	1	1500	3244	605	304	1500	643	605	264
Totals for County	3	40	4	58	6	14	16	6	3				9	50	1942	17967	1135	10175	571	423	228	179
Madison County Rural Districts	29	99	10	31	19	42	35	12		1			3	32	12246	42555	1350	4971	699	431	155	106

Huntsville, City of	3	26	2	11	7	17	—	1	8	4	—	12,000	14,996	12,000	31,200	15,000	571	430	235
Totals for County	32	125	12	42	26	59	55	1	9	12	32	20,846	27,501	23,10	51,01	727	469	234	193
Marengo County Rural Districts	15	74	8	27	16	24	32	1	—	10	24	8,105	3,5217	1,015	4,513	533	476	202	180
Demopolis, City of	—	10	—	5	2	4	4	1	1	1	2	—	6,000	—	—	1,849	570	—	363
Totals for County	15	84	8	32	18	28	36	2	1	11	26	8,105	4,1247	1,015	6,362	1,103	497	202	303
Marion County	47	35	4	2	14	27	43	—	—	—	6	14,514	20,131	670	343	315	240	166	172
Marshall County	56	91	2	4	7	25	57	1	1	—	4	25,532	25,903	270	696	510	299	136	174
Mobile County Rural Districts	8	144	6	55	3	28	50	—	—	22	43	45,40	77,973	23,42	19,867	649	541	463	305
Mobile, City of	7	175	2	43	23	43	59	6	1	29	3	45,50	11,531	1,019	14,294	1,829	732	310	349
Totals for County	15	320	7	107	31	71	109	6	1	51	56	90,90	194,554	3,961	34,161	909	940	566	319
Monroe County	11	101	8	38	11	26	55	—	—	3	43	46,55	33,580	1,221	5,142	467	396	153	146
Montgomery County Rural Dis	7	59	—	82	13	46	6	2	4	1	21	62,90	33,440	1,637	15,723	1,253	674	234	192
Montgomery, City of	7	97	3	44	46	34	6	3	1	40	3	10,050	7,1290	2,447	16,629	1,675	759	513	373
Totals for County	14	156	11	126	59	80	11	5	7	61	67	163,40	199,730	4,084	32,357	1,485	722	403	257
Morgan County Rural Districts	27	102	6	12	11	19	54	44	1	—	3	11,123	31,033	1,123	15,718	443	305	133	132
Albany, City of	1	28	1	2	6	11	11	1	—	—	3	—	17,713	496	—	720	632	495	369
Decatur, City of	1	13	1	5	4	4	6	—	—	2	4	—	7,515	540	—	1,350	573	340	276
Hartselle, City of	1	6	1	2	3	1	1	1	—	—	2	12,90	2,386	360	450	1,200	480	300	225
Totals for Cities	3	47	3	9	13	16	13	3	1	—	9	12,90	28,111	1,335	2,520	1,200	600	445	286
Totals for County	30	149	9	21	24	35	72	47	2	5	23	12,325	59,174	2,463	40,938	474	400	274	199
Perry County Rural Districts	6	42	10	23	6	9	17	16	2	—	3	3,462	17,130	749	2,925	692	360	75	104
Marion, City of	1	6	1	—	2	5	—	—	1	—	—	—	3,196	400	—	—	533	400	—
Totals for County	7	48	11	29	8	14	17	16	3	—	34	3,462	20,326	1,149	2,925	692	425	105	104
Pickens County Rural Districts	18	99	13	32	6	30	34	45	—	3	34	3,557	30,207	2,654	30,62	503	311	153	230
Pike County Rural Districts	19	77	6	23	12	16	40	28	1	—	28	11,350	26,691	1,610	33,25	624	351	170	119
Troy, City of	2	19	—	6	11	3	—	—	2	—	4	1,150	1,0313	—	1,360	1,150	601	—	300
Totals for County	21	96	6	34	23	26	40	28	3	—	32	13,500	27,709	1,610	34,61	650	400	170	151

NUMBER OF TEACHERS, GRADES OF CERTIFICATES, SALARIES.—Continued.

NAME OF COUNTY AND CITY	No. of Teachers (including Supts., and Supervisors)				GRADES OF CERTIFICATE										Total Salaries Paid Teachers (Not including Supervisors)				Average Yearly Salary (not includ- ing Supervisors)			
	White		Colored		White				Colored				White		Colored		White		Colored			
	Male	Female	Male	Female	Life	First	Second	Third	Life	First	Second	Third	Male	Female	Male	Female	Male	Female				
Randolph County Rural Districts	38	92	8	23	4	19	64	43	1		10	20	13650	29529	2107	3864	379	321	263	168		
Roanoke, City of	3	14		2	2	6	8				1	1	1265	7400		250	638	529		175		
Totals for County	41	106	8	25	7	25	72	43	1		11	21	14915	36929	2107	4214	393	348	263	169		
Russell County Rural Districts	5	23	3	11	7	9	9	3	2		3	10	3112	15683	440	1940	778	560	147	176		
Girard, City of	1	11	1	2	2	4	2	2	1		2			5590	495	495	532	507	495	261		
Totals for County	6	39	4	13	10	13	12	10	3		4	10	3112	21283	985	2462	778	545	209	190		
Shelby County	23	101	9	21	7	20	53	49	4	2	6	13	16800	41550	1987	3823	622	411	215	132		
St. Clair County	34	103	2	13	12	26	45	51	1		3	16	16992	38184	306	3350	630	332	150	125		
Sumter County	2	64	10	23	5	22	17	9	1		3	32	900	28162	1343	2995	900	522	135	107		
Talladega County Rural Districts	17	84	10	47	13	14	37	37	1		7	49	7443	36541	1367	6366	497	435	187	146		
Sylacauga, City of	1	7	1	1	2	3	3					1	1500	4691	283		1500	670	292			
Talladega, City of	1	13	2	2	6	10	3				2	2		12379	606	480		715	300	240		
Totals for Cities	3	25	3	2	8	13	6				2	3	1500	17561	802	430	1500	702	297	240		
Totals for County	19	109	13	49	21	27	43	37	1		9	52	8943	54102	2239	7146	559	496	174	146		
Tallapoosa County Rural Districts	25	91	5	23	5	20	44	46	1		7	35	8919	26323	1070	4065	572	395	214	107		
Alexander City, City of	2	11	1	1	2	4	4	3	1			1	975	6430	450	180	970	539	450	130		
Totals for County	27	102	6	29	7	24	43	49	2		7	36	9894	32709	1520	4243	396	327	253	109		
Tusculooosa County Rural Districts	12	133	19	43	13	34	71	37			0	37	6100	79031	3375	6397	653	432	173	154		

DEPARTMENT OF EDUCATION

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Tuscaloosa, City of	3	42	1	9	12	18	11	4	—	6	2	900	21279	3275	2246	940	594	260
Totals for County	15	225	20	52	25	72	82	61	—	11	60	7000	100410	3275	2237	582	453	191
Walker County Rural Districts	49	175	9	28	18	51	95	60	2	12	19	22770	71292	5686	8276	505	413	814
Jasper, City of	1	12	—	2	1	9	3	—	—	1	1	—	5689	—	540	—	474	279
Totals for County	50	187	9	30	19	60	98	60	2	14	20	22770	77081	5686	8916	505	417	307
Washington County	6	74	4	14	2	22	28	28	—	1	17	1929	26762	621	1235	384	262	121
Wilcox County	3	66	12	27	11	22	27	6	—	4	25	6432	24485	1591	2268	919	507	121
Winston County	27	85	—	—	4	14	25	44	—	—	—	11924	17246	—	—	231	273	—
Rural Districts	1828	5957	460	1622	715	1672	2892	2232	59	22	412	1672	32807081	30285	3288962	3	472	9180
Totals for Cities	151	1453	54	410	476	558	364	98	43	230	159	95462	981541	31924	3157607	31245	3698	2226
Grand Total	1689	7410	514	2033	1191	2220	3197	2230	162	49	642	1731	3790993	33383622	3112279	3446592	620	3222

SCHOOL HOUSES DEEDED, VALUE OF PROPERTY, SCHOOL DESKS.

NAME OF COUNTY AND CITY	SCHOOLHOUSES DEEDED TO					VALUE OF SCHOOL PROPERTY					SCHOOL DESKS (Rural Schools Only)						
	White			Colored		Schoolhouses and Sills	Desks and other Furniture		Teaching Equipment		Number Double Desks		Number Single Desks		Number Seatings		
	State	County	District	Private Owner	State		County	District	Private Owner	White	Colored	White	Colored	White	Colored	White	Colored
18	—	4	28	1	20	\$ 34800	\$ 1000	\$ 4110	\$	\$ 321	470	12	590	66	1574	60	
18	—	1	—	—	1	16000	2500	1600	100	500	—	—	—	—	—	—	
18	—	5	28	1	1	50800	3500	5710	100	1321	470	12	590	66	1574	60	
52	—	8	31	5	2	118305	18212	12600	1028	1575	678	80	1745	20	4213	1020	
20	2	19	18	1	1	27405	2425	3875	300	461	405	—	121	—	1924	826	
20	2	21	18	1	1	40000	2500	3000	500	500	405	—	121	—	1924	826	
27	—	15	15	1	4	85450	10800	17318	1585	260	852	98	2528	320	3992	732	
46	—	34	4	—	6	54158	—	14025	—	785	1505	—	897	—	—	—	
6	—	1	14	4	42	23500	15955	2321	315	469	195	125	421	56	604	3707	
6	—	1	14	4	1	50000	5000	4000	600	1500	—	—	—	—	—	—	
27	3	23	21	—	5	73608	20955	5821	918	1969	195	125	421	56	504	3707	
27	3	24	21	—	6	65000	2325	8394	360	242	929	13	634	9	3389	1104	
27	3	24	21	—	6	14000	3000	1500	300	300	—	—	—	—	—	—	
42	5	34	11	—	21	79000	5825	10394	640	1129	928	13	634	9	3389	1104	
—	—	—	—	—	—	82075	7090	16274	475	342	1598	90	1105	25	6081	1415	
—	—	—	—	—	—	83000	10000	10000	2000	—	—	—	—	—	—	—	

DEPARTMENT OF EDUCATION

County	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170	2180	2190	2200	2210	2220	2230	2240	2250	2260	2270	2280	2290	2300	2310	2320	2330	2340	2350	2360	2370	2380	2390	2400	2410	2420	2430	2440	2450	2460	2470	2480	2490	2500	2510	2520	2530	2540	2550	2560	2570	2580	2590	2600	2610	2620	2630	2640	2650	2660	2670	2680	2690	2700	2710	2720	2730	2740	2750	2760	2770	2780	2790	2800	2810	2820	2830	2840	2850	2860	2870	2880	2890	2900	2910	2920	2930	2940	2950	2960	2970	2980	2990	3000	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140	3150	3160	3170	3180	3190	3200	3210	3220	3230	3240	3250	3260	3270	3280	3290	3300	3310	3320	3330	3340	3350	3360	3370	3380	3390	3400	3410	3420	3430	3440	3450	3460	3470	3480	3490	3500	3510	3520	3530	3540	3550	3560	3570	3580	3590	3600	3610	3620	3630	3640	3650	3660	3670	3680	3690	3700	3710	3720	3730	3740	3750	3760	3770	3780	3790	3800	3810	3820	3830	3840	3850	3860	3870	3880	3890	3900	3910	3920	3930	3940	3950	3960	3970	3980	3990	4000	4010	4020	4030	4040	4050	4060	4070	4080	4090	4100	4110	4120	4130	4140	4150	4160	4170	4180	4190	4200	4210	4220	4230	4240	4250	4260	4270	4280	4290	4300	4310	4320	4330	4340	4350	4360	4370	4380	4390	4400	4410	4420	4430	4440	4450	4460	4470	4480	4490	4500	4510	4520	4530	4540	4550	4560	4570	4580	4590	4600	4610	4620	4630	4640	4650	4660	4670	4680	4690	4700	4710	4720	4730	4740	4750	4760	4770	4780	4790	4800	4810	4820	4830	4840	4850	4860	4870	4880	4890	4900	4910	4920	4930	4940	4950	4960	4970	4980	4990	5000	5010	5020	5030	5040	5050	5060	5070	5080	5090	5100	5110	5120	5130	5140	5150	5160	5170	5180	5190	5200	5210	5220	5230	5240	5250	5260	5270	5280	5290	5300	5310	5320	5330	5340	5350	5360	5370	5380	5390	5400	5410	5420	5430	5440	5450	5460	5470	5480	5490	5500	5510	5520	5530	5540	5550	5560	5570	5580	5590	5600	5610	5620	5630	5640	5650	5660	5670	5680	5690	5700	5710	5720	5730	5740	5750	5760	5770	5780	5790	5800	5810	5820	5830	5840	5850	5860	5870	5880	5890	5900	5910	5920	5930	5940	5950	5960	5970	5980	5990	6000	6010	6020	6030	6040	6050	6060	6070	6080	6090	6100	6110	6120	6130	6140	6150	6160	6170	6180	6190	6200	6210	6220	6230	6240	6250	6260	6270	6280	6290	6300	6310	6320	6330	6340	6350	6360	6370	6380	6390	6400	6410
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SCHOOL HOUSES DEEDED, VALUE OF PROPERTY, SCHOOL DESKS.—Continued.

NAME OF COUNTY AND CITY	SCHOOL HOUSES DEEDED TO					VALUE OF SCHOOL PROPERTY						SCHOOL DESKS (Rural Schools Only)					
	White			Colored		Schoolhouses and Sites	Desks and other Furniture		Teaching Equipment		Number Double Desks		Number Single Desks		Number Seatings		
	State	County	District	Private Owner	State		County	District	Private Owner	White	Colored	White	Colored	White	Colored	White	Colored
—	—	—	1	—	—	70000	6000	—	1500	—	—	—	—	—	—	—	
—	—	—	1	—	—	35000	2000	—	100	—	—	—	—	—	—	—	
—	—	—	2	—	—	105000	8000	—	1600	—	—	—	—	—	—	—	
Totals for County	34	7	34	20	—	171750	5820	—	2117	10	962	553	1318	4781	887	—	
Crenshaw County	31	27	15	4	1	93050	3740	690	455	32	1539	307	979	4057	728	—	
Cullman Co. Rural Dis.	44	—	65	10	—	113925	14775	—	2026	—	2543	—	815	9307	175	—	
Cullman, City of	—	—	1	—	—	20000	1470	—	—	—	—	—	—	—	—	—	
Totals for County	44	—	66	10	—	133925	16245	—	2026	—	2543	—	815	9307	175	—	
Dale County Rural Dis.	48	—	17	1	2	76650	9710	890	2041	150	1432	24	635	3769	648	—	
Ozark, City of	—	—	1	—	—	19000	5000	200	200	—	—	—	—	—	—	—	
Totals for County	48	—	18	1	2	95650	14710	890	2241	150	1432	24	635	3769	648	—	
Dallas County Rural Dis.	5	2	8	10	—	37354	4225	280	710	—	327	—	365	—	—	—	
Selma, City of	—	—	5	—	—	180000	14000	3000	—	—	—	—	—	—	—	—	
Totals for County	5	2	13	10	—	217354	18225	3280	710	—	327	—	365	—	—	—	
DeKalb County	47	—	57	9	—	154400	19665	—	375	—	1893	—	1223	5918	—	—	
Elmore County	47	—	15	1	2	120810	18900	665	3346	110	540	30	2870	4500	2316	—	
Escambia Co. Rural Dis.	47	3	7	17	2	63817	11525	340	569	4	900	30	1266	3637	810	—	

DEPARTMENT OF EDUCATION

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[illegible]

Macon County Rural Dis.	14	3	5	6	14	1	26	12	14125	34495	4815	3182	2235	98	191	539	140	123	445	1751
Tuskegee, City of			1						15000		500		250							
Totals for County	14	3	6	6	14	1	26	12	29125	34495	5315	2182	2485	98	191	539	146	122	445	1751
Madison Co Rural Dis.	32		13	11	4		10	25	15650	15150	17400	1385	923	143	1255	182	3157		6514	2036
Huntsville, City of			2				1		65303	5500	20020	1537								
Totals for County	32		15	11	4		11	25	222043	20650	23320	2912	923	143	1255	193	3157		6514	2036
Marengo Co. Rural Dis.	31		13	17	3		9	19	53975	13205	6355	925	740	109	837	164	454		2572	1643
Demopolis, City of			1				1		32000	2500	5000	500	500							
Totals for County	31		14	17	3		10	19	90975	15705	11955	1425	1240	109	837	164	454		2572	1643
Marion County	52	1	10	15	1			4	63400	300	6562		578		651		236		1707	175
Marshall County	42	1	10	32				6	74905	400	16402	200	780		3150		831		7131	
Mobile County Rural Dis.		45		3	2	10		32	267750	25000	26180	2000	1300	500						
Mobile, City of		45	10	1			4		500000	35000	40000	5000	12000	1000						
Totals for County		45	10	3	2	10	4	32	767750	60000	68180	7000	13300	1500						
Monroe County	41		28	3			44	1	98300	7100	17200		1555		1553		608		3342	
Montgomery Co. Rural Dis.	12	1	6	3	4		5	56	89250	21300	30975	2132	3360	1325	183	339	1575	235	2436	7313
Montgomery, City of			10				3		440000	57300	46637	4000								
Totals for County	12	1	16	3	4		8	56	529250	78600	77612	6132	3360	1325	183	339	1575	235	2436	7313
Morgan County Rural Dis.	30	1	29	12			4	11	34450	4200	5350	100	5240	320	1400	50	222		3477	230
Albany, City of			5				1		64670	1000	5442	150	150							
Decatur, City of			1				1		29000	5000	2000	500	150							
Hartselle, City of			1						25000		2000	332								
Totals for Cities			7				2		118670	6000	9442	1032	150							
Totals for County	30	1	36	12			6	11	203120	10200	14802	1132	6390	320	1400	50	222		3477	230
Perry County Rural Dis.	14	3	11	8	7		2	25	26830	7000	3235	1459	318	270	375	218	139		1277	3117
Marion, City of			1						10000		850	50								
Totals for County	14	3	12	8	7		2	25	36830	7000	4085	1509	318	270	375	218	139		1277	3117

SCHOOL HOUSES DEEDED, VALUE OF PROPERTY, SCHOOL DESKS.—Continued.

NAME OF COUNTY AND CITY	SCHOOL HOUSES DEEDED TO						VALUE OF SCHOOL PROPERTY						SCHOOL DESKS (Rural Schools Only)					
	White			Colored			Schoolhouses and Sites		Desks and other Furniture		Teaching Equipment		Number Double Desks		Number Single Desks		Number Benches	
	State	County	District	Private Owner	State	County	District	Private Owner	White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
Pickens County	37		29	4	5		21	25	100415	13210	8120	572	527	27	1047	355	3476	3476
Pike County Rural Dis.	30		30	5			22	13	63325	8375	8615	385	346		1197		418	1007
Troy, City of			1						35000		4000	250	1000	50				
Totals for County	30		31	5			22	13	98325	8375	12615	635	1346	50	1197		418	1007
Randolph Co. Rural Dis.	44		27	1			16	1	20000	15000	11125	1365	773	25	269		6083	1245
Roanoke, City of			2				1		25000	1000	2500	300	200					
Totals for County	44		29	1	5		17	1	145000	16000	14625	1565	973	25	269		6083	1245
Russell County Rural Dis.	17		4	1	7	1	1	2	35550	14200	3820	958	458	152	117	195	85	114
Gilard, City of			2				1		25000	3000	2000	250	200	50				
Totals for County	17		6	1	7	1	2	2	60550	16200	5820	1208	658	202	117	195	85	114
Shelby County	20		22	13			13	13	65150	2030	9824	330	815	5	2179	317	592	1245
St. Clair County	30		38	17			5	4	123300	13775	18040	2335	1035	40	912	58	1825	6109
Sumter County	13		17	2	4		29	5	53225	17550	7840	1370	759	128	306	140	752	1553
Talladega Co. Rural Dis.	20		11	22	2		15	28	34350	5430	4143	245	205	40	1114		897	50
Sylacauga, City of			1					1	20000		2000		800					
Talladega, City of			2				1		40000	10000	3000	100	1100					
Totals for Cities			3				1	1	70000	10000	5000	100	1000					

Totals for County	30	1	14	22	2	16	39	104250	15420	9142	245	1805	40	1114	597	50	4981	4262
Tallapoosa Co Rural Dis.	22	2	19	21	5	2	23	98845	12620	8257	785	284	15	904	1123	67	1576	569
Alexander City, City of			1			1		30000	2500	5000	750	500	50					
Totals for County	22	2	20	21	5	3	23	128845	15120	13257	1535	784	65	904	1123	67	1576	569
Tuscaloosa Co Rural Dis.	28	2	35	42	1	25	19	30030	15090	11759	1197	1061	182	884	62	1795	5500	2984
Tuscaloosa, City of			5			1		103000	8000	6500	500	4000	60					
Totals for County	28	2	40	42	1	26	19	133030	23090	18259	1697	5061	232	884	62	1795	5500	2984
Walker County Rural Dis.	34	1	29	40		2	19	144807	51100	18382	1911	1427	425	1619	424	8075	76	10877
Jasper, City of			1			1		25000	500	1500		150						
Totals for County	34	1	30	40		3	19	179807	51600	20082	1911	1577	425	1619	424	8075	76	10877
Washington County	29		13	19	1	1	15	25958	2150	5455		60		374	482		2021	637
Wilcox County	12	13	9	1			39	42170		40551		582		423	484		1262	
Winston County	42		14	16				73750		7230		570		542	481		3247	
Rural Districts	2093	153	1293	903	178	27	484	5663540	922584	3818436	77575	93581	17281	61791	8293	77025	5769	75006
Totals for Cities			134	3		52	2	4788410	403244	3411193	50467	45521	4870					
Grand Total	2093	153	1427	911	178	27	536	10431950	91226128	12296329	8128042	8139112	822151	61791	8293	77025	5769	75006

RECEIPTS

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Town appropriation, not District Tax	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Total	Overdrafts
Autauga County Rural Districts		\$ 22375										
Prattville, City of		4817			308		139	3357	108	1512	27491	
Totals for County		27192			300		1773	3357	108	3020	35758	
Baldwin County	17180	75703	4105		5785		351	594	3085	197	112010	
Barbour County Rural Districts		21782			90		1163			2499	36362	
Eufaula, City of		5225			2540		1600				9225	
Totals for County	829	37007			2590		2663			2499	45587	
Bibb County	4839	47343		150			9000	1155	129	3872	66846	
Blount County	1509	54013	200							723	54853	
Bullock County Rural Districts	117	25056					306	1609	1661	236	29676	
Union Springs, City of	79	8938			2838		69				18024	
Totals for County	196	34044			2885		945	1609	1661	236	41599	
Butler County Rural Districts	1878	54178									57858	
Greenville, City of	6	6500			606		1401		1802		8507	
Totals for County	1884	60678			600		1401		1802		68365	
Calhoun County Rural Districts	2554	61320	619	11			2465	1487	10616	3340	83947	

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Anniston, City of	279	35000							5613						45892	162
Jacksonville, City of	41	5650							716						6407	11
Piedmont, City of	238	6260							730						7228	
Totals for Cities	558	46910							7059						59527	173
Totals for County	9114	108240	519	11					9727	1487	10516	3860			148474	173
Chambers County Rural Districts	1	76342							9856	2294	43000	5240			139782	
Lanett, City of		10260										14843			26045	
Totals for County	1	86602							9856	2294	43000	20083			165827	
Cherokee County	1461	39885	514					371	806	2263	8286	1467			55053	
Chilton County	2568	44464	2371						543	2039	425				52415	
Choctaw County	1887	27387							195	1042		908			31419	
Clarke County	3147	36568							1639	5258	1449	2661			50722	
Clay County	1883	47207	2289						4043	200	5060	6357			67039	
Cleburne County	880	18963							718	222	674	687			22144	
Coffee County Rural Districts	1718	54412	2747	3763					180	350	42536	3118			109824	
Enterprise, City of	10	5600	3197						800						9607	
Totals for County	1728	60012	5944	3763					980	350	42536	3118			119431	
Colbert County Rural Districts	59	45808							650	260	20938	793			68503	
Sheffield, City of	23	9000	8368	60000					225						81041	
Tuscumbia, City of		8525							1500			3040			13065	9950
Totals for Cities	23	17525	8368	60000					1725			3040			94106	9950
Totals for County	82	63333	8368	60000					2375	260	20933	3833			162609	9950
Conecuh County	792	49405	2600						1784	25832		5596			87009	
Coosa County	1137	21798							273	4664	200	286			28358	

RECEIPTS.—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Town appropriation, not District Tax	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Total	Overdrafts
Covington County Rural Districts	7215	54255		28			2045	2959	1018	1470	69010	
Andalusia, City of		3550			2346		2122			300	13329	
Florala, City of		4500			1020		1350			785	7635	
Totals for Cities		13550			3436		3493			796	20964	
Totals for County	7215	67815		28	3436		5428	2959	1018	2265	89974	
Greshaw County	2812	45255	270				1005	3359		252	57446	
Cullman County Rural Districts	1410	57423	2897				1955	1654		1438	69894	
Cullman, City of	923	3000		2606			240			656	3505	
Totals for County	2293	60423	2897	2606			2125	1654	2357	2144	73199	
Dale County Rural Districts	1217	45925					53	2738	1781	2760	53774	
Osark, City of		7099			200		900			300	8840	
Totals for County	1217	52925			840		953	2738	1781	3060	62614	
Dallas County Rural Districts	878	37835					1224	1421	50	878	42296	
Selma, City of	922	20000	15915				7672			6911	51429	
Totals for County	1800	57835	15915				8896	1431	50	7789	93715	
DeKalb County	558	62185	4230				3270	1300	2122		74771	
Elmore County	3000	51251	2228				2124	2124	291	3877	65493	

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RECEIPTS.—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Town appropriation, not District Tax	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Total	Overdrafts
Jefferson County Rural Districts	67062	875191		101116				26751	12281	27613	713254	
Beasemer, City of		70818			11404		1249				82966	
Birmingham, City of		585547	312640				2392			7880	908459	
Totals for Cities		655860	312640		11404		3641			7869	991425	
Totals for County	67062	1031051	312640	204356	11404		3641	26751	12281	86493	1704679	
Lamar County	458	40687			500		1265	2339	2544	5763	54654	
Lauderdale County Rural Districts	1572	66326	1448						16000	13486	97343	
Florence, City of		13292	2226		9648		538			9046	34750	
Totals for County	1572	79627	3674		9648		538		16000	21534	132598	
Lawrence County	879	49360	3431				354	720	28518	2367	85815	
Lee County Rural Districts	15	43550				200		1049	5950	395	51159	
Opelika, City of	592	11260			20990					6	33157	
Phoenix, City of		6973			500						9478	
Totals for Cities	592	20283			21490					6	42630	
Totals for County	907	55788			21499	200		1049	5950	401	93789	
Limestone County	585	56350	1434						20777	3194	94378	
Athens, City of		2809								3256	3765	
Totals for County	585	60892	1434						20777	6450	90188	

Lowndes County	465	29542						423	738	56	457	31681	
Macon County Rural Districts	900	29143						358	3082	757		34190	
Tuskegee, City of		3429				945		1386			211	5971	
Totals for County	900	32572				945		1744	3032	757	211	40161	
Madison County Rural Districts	440	97686					250	70	1321	7725	19342	130746	
Huntsville, City of		16151				9922		5056				31129	
Totals for County	440	113787				9922	250	5126	1321	7725	19342	161875	
Marengo County	1169	62359				800		480	1672	316	987	67783	
Demopolis, City of	274	8500						1781			299	10854	
Totals for County	1443	70859				800		2261	1672	316	1286	78637	
Marion County	868	30457				76		1447	5053	8397	2259	48562	
Marshall County	4395	56083	3803				40	3187	927	425		68860	
Mobile County Rural Districts	618	118277				850	7787			2815	1462	169975	
Mobile, City of		207503		38166								207503	
Totals for County	618	325780		38166		850	7787			2815	1462	377478	
Monroe County	4606	53666						2082	2904	841	2890	66999	
Montgomery County Rural Dis.	22526	105240				5040		665	3880	1051	7725	146127	
Montgomery, City of	10613	91257				57000						158870	
Totals for County	33139	196497				62040		665	3880	1051	7725	304997	
Morgan County Rural Districts	2108	61102				267		3322	927	945	240	68911	
Albany, City of	313	12750	9448	8862				2991			306	34670	49
Decatur, City of	1524	6300		5932				1290				15046	
Hartselle, City of		4700						2028				6728	
Totals for Cities	1837	23750	9448	14794				6309			306	56444	49
Totals for County	3945	84852	9448	14794		267		9631	927	945	546	125355	49
Perry County Rural Districts	4055	38096				50		528	131	72		42932	

RECEIPTS.—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Town appropriation, not District Tax	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Total	Overdrafts
Marion, City of	2887	5349			528	4274	621			66	13687	
Totals for County	5912	48445			570	4274	1149	181	72	66	56619	
Pickens County	2647	50687			75		715	1183	8147	3020	64474	
Pike County Rural Districts	242	47990					2092	396	1963	1639	53222	
Troy, City of	8150	12700		1000	10000	155				257	32262	
Totals for County	8392	50890		1000	10000	155	2903	396	1043	1865	85584	
Randolph County Rural Districts	1000	48797			100		1230	6570	9553		65355	
Roanoke, City of		6200					7046				13346	424
Totals for County	1000	53997			190		8276	6570	9553		78701	424
Russell County Rural Districts	2885	21373					1267	404		701	28430	
Girard, City of		8700			1800		1188				9688	
Totals for County	2885	28973			1800		2455	404		701	36118	
Shelby County	4055	66113	624				50	195		506	71548	
St. Clair County	3026	59703	2397				3679	3429	24443	6243	102940	
Sumter County	113	37014					1623	377	100	1429	41189	

Talladega County Rural Districts	3960	75253					1167	2469	6964	1529	91342	
Sylacauga, City of		6483					450				6933	130
Talladega, City of		17124				893	223			211	18451	
Totals for Cities		23607				893	673			211	25384	130
Totals for County	3960	98860				893	1840	2469	6964	1740	116726	130
Tallapoosa County Rural Districts	1811	36985					835	2856	12418	1831	56736	
Alexander City, City of		3250				3285	2900			2295	11730	
Totals for County	1811	40235				3285	3735	2856	12418	4126	68466	
Tuscaloosa County Rural Districts	32	99748	1191				1705	3969	607	4989	112241	
Tuscaloosa, City of		27400				5000	9423			340	42163	908
Totals for County	32	127148	1191			5000	11128	3969	607	5329	154404	908
Walker County Rural Districts	4227	96573	2268	1950			4079	12779	2496	9453	133825	
Jasper, City of	60	5948				1000	2827				9835	
Totals for County	4287	102521	2268	1950		1000	6906	12779	2496	9453	143660	
Washington County	3338	36113					77	2092	76	1705	43401	
Wilcox County		52262					1231	1435	9149		64077	
Winston County	2948	28998	1841								33787	
Rural Districts	\$ 235106	\$3701279	\$ 68480	\$ 251424	\$ 18432	\$ 8648	\$ 85570	\$ 174235	\$ 366719	\$ 182207	\$5092100	
Totals for Cities	\$ 30094	\$1350355	\$ 354068	\$ 95100	\$ 172449	\$ 4429	\$ 93475			\$ 54694	\$2154664	\$ 11634
Grand Totals	\$ 265200	\$5051634	\$ 422548	\$ 346524	\$ 190881	\$ 13077	\$ 179045	\$ 174235	\$ 366719	\$ 236901	\$7246764	\$ 11634

*Included in receipts for county.

FINANCIAL STATEMENT—DISBURSEMENTS.

NAME OF COUNTY AND CITY	ADMINISTRATION AND SUPERVISION						SALARIES OF PRINCIPALS AND TEACHERS		
	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervisors	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Principals	Salaries of Teachers	Total Salaries of Principals and Teachers
Antauga County Rural Districts	\$ 1200			\$ 212	200	1712	14006	9029	23035
Prattville, City of				925		925		5345	5345
Totals for County	1200			1127	200	2357	14006	14374	28380
Baldwin County	2056		200	851	384	2491	44630	20596	65216
Barbour County Rural Districts	2167		552		284	2603	22614	8665	21279
Eufaula, City of		1806			45	1846		7085	7865
Totals for County	2167	1806	552		329	4843	22614	15780	38344
Bibb County	1800				212	1512	32636	22045	54681
Blount County	2100		550	708	277	3727	29121	18408	47529
Bullock County Rural Districts	2152			725	50	2625	12465	6723	29253
Union Springs, City of		2000			115	2115	1575	5760	7335
Totals for County	2150	2000		725	165	3040	15040	12553	27593
Butler County Rural Districts	2005				1022	3027	30226	14490	44704
Greenville, City of		1500			25	1525	249	5715	6975
Totals for County	2005	1500			1107	4607	30656	20195	50851
Calhoun County Rural Districts	2000		1000	300	651	4321	26266	16530	53395

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Anniston, City of	2400				279	2679	6510	26774	33284
Jacksonville, City of							1750	3796	5546
Piedmont, City of							1400	4470	5870
Totals for Cities	2400				279	2679	9660	35040	44700
Totals for County	2400	1000		300	1260	6960	46465	51570	98035
Chambers County Rural Districts				1077	844	3721	38364	47460	85824
Lanett, City of	2003					2003	2092	14075	16167
Totals for County	1800			1077	844	5724	40456	61535	101991
Cherokee County	1200	375			520	2095	25665	9766	35431
Chilton County	1500				196	1696	28825	11645	40470
Choctaw County	2000				353	2353	19000	7610	26610
Clarke County	1500	500			1178	3178	27049	9946	36995
Clay County	1500	450			386	2336	30362	19253	49615
Cleburne County	1000				404	1404	16263	2231	18494
Coffee County Rural Districts									
Enterprise, City of	2100			930	1407	4437	40653	16798	57451
Totals for County	2100			930	1407	4437	850	4435	5285
Colbert County Rural Districts									
Sheffield, City of	3000	400		185	652	4287	30830	8455	39285
Tusculumbia, City of					100	1900	2362	18164	15526
Totals for Cities					100	1700	2700	8415	11115
Totals for County	3000	400		185	200	3600	5062	21579	26641
Conecuh County	1625	547			852	7837	35892	30034	65926
Coosa County	1500	400			1464	3636	28897	17237	46134
				524		2424	23730	1397	25127

FINANCIAL STATEMENT.—DISBURSEMENTS.—Continued.

NAME OF COUNTY AND CITY	ADMINISTRATION AND SUPERVISION						SALARIES OF PRINCIPALS AND TEACHERS		
	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervisors	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Principals	Salaries of Teachers	Total Salaries of Principals and Teachers
Covington County Rural Districts	1800				408	2208	31728	19657	51385
Andalusia, City of		1800			70	1870	1086	8890	9976
Florala, City of					22	22	2284	2275	5559
Totals for Cities		1800			92	1892	3370	12165	15535
Totals for County	1800	1800			498	4098	35098	31822	66920
Crenshaw County	1800			130	522	2512	26457	11411	37868
Cullman County Rural Districts	1805			305	454	2774	38392	19081	56473
Cullman, City of							1500	4960	6460
Totals for County	1805		510	305	454	2774	39892	23031	62923
Dale County Rural Districts	1600				580	2180	27869	14178	42047
Osark, City of							1500	8100	7600
Totals for County	1600				580	2180	29369	22278	49647
Dallas County Rural Districts	2400			984		3384	25098	4152	29250
Selma, City of		2337		739	1615	5191	6228	25678	31906
Totals for County	2400	2337		1794	1615	3556	31433	33090	64523
DeKalb County	1200		600		92	1892	39887	23008	62895
Elmore County	1541				371	1912	31943	13066	45009

Escambia County Rural Districts	2333			975	500	360	4163	28786	13503	42239
Atmore, City of								1500	3465	4965
Brewton, City of (Unable to secure report)										
Totals for County	2333			975	500	360	4163	30236	16968	47254
Etowah County Rural Districts	2100					788	2898	35267	12841	48108
Alabama City, City of					1534		1534		9000	9000
Attalla, City of								1200	3247	4447
Gadsden, City of		2400			3248		5648	2610	26258	28868
Totals for Cities		2400			4782		7182	3810	38505	42315
Totals for County	2100	2400			4782	788	10070	39077	51346	90423
Fayette County	1475					1136	2611	25482	10344	35826
Franklin County Rural Districts	1500					480	1980	30890	13422	44312
Russellville, City of								935	3620	4555
Totals for County	1500					480	1980	31825	17042	48867
Geneva County	2000			420	1212	581	4213	28319	20670	48989
Greene County	1000				320	105	1425	12737	4127	16864
Hale County Rural Districts	2000				400	75	2475	6931	23623	30554
Greensboro, City of								2050	3590	5640
Totals for County	2000				400	75	2475	8981	27213	36194
Henry County	1816				123	243	2182	18523	8856	27379
Houston County Rural Districts	1300				120	290	1710	14468	28937	43405
Dothan, City of		2520				580	3100	4653	20762	25415
Totals for County	1300	2520			120	870	4810	19121	49699	68820
Jackson County Rural Districts	2050			440		974	3464	37238	14008	51246
Bridgeport, City of								1125	3150	4275
Totals for County	2050			440		974	3464	38363	17158	55521

FINANCIAL STATEMENT.—DISBURSEMENTS.—Continued.

NAME OF COUNTY AND CITY	ADMINISTRATION AND SUPERVISION						SALARIES OF PRINCIPALS AND TEACHERS		
	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervisors	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Principals	Salaries of Teachers	Total Salaries of Principals and Teachers
Jefferson County Rural Districts	5000		7840	8135	5650	26325	143507	210216	353723
Bessemer, City of		2800		7300	730	10830	729	42010	42730
Birmingham, City of		5000	3750	53935	5375	84040	13555	500713	514578
Totals for Cities		7800	3750	76235	7105	94890	14575	542723	557303
Totals for County	5000	7800	11290	84870	12755	121315	153082	763944	911025
Lamar County	1200		300		584	2064	29684	11307	39991
Lauderdale County Rural Districts	3593		825	694	3727	6828	43525	21304	64819
Florence, City of		2400		3307	200	5907	459	15705	16155
Totals for County	2592	2400	825	4001	2927	12745	43985	37509	81574
Lawrence County	1500		505	1935	1075	5137	29555	14495	43990
Lee County Rural Districts	2000			720	554	3374	22795	3555	31350
Opelika, City of		3000			110	2110	3130	10170	13300
Phoenix, City of				1200	50	1250	400	5160	5560
Totals for Cities		3000		1200	160	3360	9530	15930	18360
Totals for County	2000	3000		1920	714	6934	24325	23885	50210
Limestone County Rural Districts	1513			500	217	2532	18405	20375	49131
Athens, City of							1800	4625	5525
Totals for County	1513			500	217	2532	20190	24990	54794

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Lowndes County	1600						338	1933	22000	5254	27254
Macon County Rural Districts	2000					320	355	2675	22008	2708	24716
Tuskegee, City of									2108	3548	5656
Totals for County	2000					320	355	2675	24116	6256	30372
Madison County Rural Districts	4000				1120		372	5492	36840	31192	68032
Huntsville, City of		2400				1035	365	3800	2400	18326	20726
Totals for County	4000	2400			1120	1035	737	9292	39240	49518	88753
Marengo County Rural Districts	2200						431	2631	14491	35324	49815
Demopolis, City of						900	10	910	560	7310	7870
Totals for County	2200					900	441	3541	15051	42634	57685
Marion County	1500					480	324	2304	24712	10946	35653
Marshall County	1800				375	500	133	2808	20339	35146	55535
Mobile County Rural Districts					2100	3600	3322	9022	23573	81149	104722
Mobile, City of		3300				15916	3142	22353	9291	127753	137044
Totals for County		3300			2100	19516	6464	31380	32864	208902	241766
Monroe County	2400					355	432	3187	36676	12932	49608
Montgomery County Rural Districts	5000					4500	2104	11604	18657	43438	62095
Montgomery, City of		3600				2221	3648	9469	14516	85900	100416
Totals for County	5000	3600				6721	5752	21073	33173	129338	162511
Morgan County Rural Districts	2245					1335	173	3753	13925	30969	44894
Albany, City of		1455					330	1785	2947	15984	18931
Decatur, City of		1665						1665	540	8865	9405
Hartselle, City of									1500	3330	4830
Totals for Cities		3120					330	3450	4987	28179	33166
Totals for County	2245	3120				1335	503	7203	18912	59148	78060
Perry County Rural Districts	2146					202	354	2702	17275	7041	24316
Marion, City of						1250	150	1400		3596	3596

FINANCIAL STATEMENT—DISBURSEMENTS.—Continued.

NAME OF COUNTY AND CITY	ADMINISTRATION AND SUPERVISION						SALARIES OF PRINCIPALS AND TEACHERS		
	Salaries of County Superintendents	Salaries of City Superintendents	Salaries of Assistant Superintendents	Salaries of Supervisors	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Principals	Salaries of Teachers	Total Salaries of Principals and Teachers
Totals for County	2146			1462	504	4192	17275	10687	27912
Pickens County	2000			554	1272	3826	25536	20244	45780
Pike County Rural Districts	2400				375	2775	35920	7256	42976
Troy, City of		2100		270	685	3055		12768	15823
Totals for County	2400	2100		270	1040	5810	35620	21024	56644
Randolph County Rural Districts	1800		739	50	131	2730	17359	31791	49150
Roanoke, City of		2000			50	2050	765	8350	9015
Totals for County	1800	2000	739	50	181	4770	18124	40041	58165
Russell County Rural Districts	2100				79	2179	15767	5498	21175
Girard, City of		1800			12	1812	2016	4581	6597
Totals for County	2100	1800			91	3491	17783	9889	27772
Shelby County	1900				339	2239	44678	19432	64110
St. Clair County	2000		535	657	3342	5834	53440	26386	79726
Sumter County	1500					1500	31763	11432	33405
Talladega County Rural Districts	2723		1230		1701	5654	24630	17343	41973

Sylacauga, City of									1500	4983	6483
Talladega, City of		2100							2100	11850	13950
Totals for Cities		2100							2100	16833	20433
Totals for County	2788	2100	1220				1701		38230	84175	72455
Tallapoosa County Rural Districts	1700										
Alexander City, City of						270		183	29484	10799	40283
Totals for County	1700					1200			2860	5220	8080
						1470		183	32344	16019	48363
Tuscaloosa County Rural Districts	3000										
Tuscaloosa, City of		2650				960		2902	53967	41236	95203
Totals for County	3000	2650				7035		303		25519	25519
						7995		3205	53967	66755	120722
Walker County Rural Districts	2250										
Jasper, City of			1800			1005		1507	48999	60225	109224
Totals for County	2250		1800			1800				6229	6229
						2805		1507	48999	66454	115453
Washington County	1500							1000	22822	8385	31157
Wilcox County	2000								14157	31719	45876
Winston County	1500							1075	21868	7302	29170
Rural Districts	\$ 130719		\$ 25447	\$ 36596	\$ 53126	\$ 245888	\$ 1953482	\$ 1418477	\$ 3371959		
Totals for Cities		\$ 57430	\$ 3750	\$ 118796	\$ 19091	\$ 199067	\$ 109535	\$ 1156999	\$ 1266534		
Grand Total	\$ 130719		\$ 29197	\$ 155392	\$ 72217	\$ 444955	\$ 2063017	\$ 2575476	\$ 4638493		

FINANCIAL STATEMENT—DISBURSEMENTS

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Teaching Supplies, Etc.	Other Expenses	Balance on Hand	Total
Autauga County Rural Districts	\$ 886		228	176	22	401	72	321	637	27481
Prattville, City of		288	205	150	1000	72	50	112	118	8265
Totals for County	886	288	434	326	1022	473	122	433	755	35756
Baldwin County		228	100	820	18730	844	416	11509	13658	113818
Barbour County Rural Districts	371		251	186	412	49	104	161	536	26262
Eufaula, City of		200	50					65		9225
Totals for County	371	200	311	186	412	49	104	226	536	45587
Bibb County			1277	1246	94	224	725	1054	6089	66346
Blount County			4129	868					300	50555
Bullock County Rural Districts	1990		381	146		183	50	1427	2195	29575
Union Springs, City of	1277	412	458	116			27	290		13024
Totals for County	3267	412	834	261		183	107	1717	2195	41599
Butler County Rural Districts				944				9036		87338
Greenville, City of		242	200	225			48	85		2507
Totals for County		242	200	1179			48	9111		26365
Calhoun County Rural Districts			1285	2891	11979	2619	220	1164	11212	28947

Anniston, City of	2434	1633	2363			57	34	1714	1801	46654
Jacksonville, City of	153	648						71		6418
Piedmont, City of	250	83	90				100	477	353	7223
Totals for Cities	2337	2414	2458			57	134	2262	2159	59700
Totals for County	2337	3799	5349	11979		2576	364	3376	13372	148647
Chambers County Rural Districts										
Lanett, City of	1125	2342	1394	40000		1643	642	233	53	139732
Totals for County	650	800	600	300		225	500	4800		26045
	1775	3642	1994	40300		1873	1142	5033	53	165327
Cherokee County	9	543	676	8217		1194	171	759	5953	55053
Chilton County		413	162	413		539	356	4309	3675	52415
Choctaw County	240	109	59	1460		233	100	130	70	31419
Clarke County		331	566	1732		449	193	1400	5323	50722
Clay County	575	2365	337	5115		820	435	1163	4273	67039
Cleburne County	5	457	309	475		229	36	131	604	22144
Coffee County Rural Districts										
Enterprise, City of	270	80	141	44536		632	181	2046		109824
Totals for County	100							210	4012	9607
	370	80	141	44536		632	181	2256	4012	119431
Colbert County Rural Districts										
Sheffield, City of	1	427	2276	1726		2619	1734	837	14306	68503
Tuscumbia, City of	900	125	2400	54400		4560	125	430	625	31041
Totals for Cities	500	100	550	5500		3500	50			23015
Totals for County	1400	225	2950	59900		3060	175	430	625	104056
	1401	652	5226	61626		10679	1959	1317	15431	172559
Conecuh County	194	231	23153	5367		3955	930	2100		37009
Coosa County		249	71	25		254	99	75	34	23353

FINANCIAL STATEMENT—DISBURSEMENTS—Continued.

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Teaching Supplies, Etc.	Other Expenses	Balance on Hand	Total
Covington County Rural Districts	12		592	257	945	989	214	816	11574	69810
Andalusia, City of		409	419	18		250	26	301		13329
Florida, City of		390	50	12			52	765	795	7695
Totals for Cities		789	469	30		250	78	1126	795	20984
Totals for County	12	789	1061	287	945	1139	292	1942	13269	89974
Crenshaw County		25	1577	326	61	440	141	2417	11079	87446
Cullman County Rural Districts			1369	687	2001	924	234	2369	1923	69694
Cullman, City of		330	431						1314	3506
Totals for County		330	1781	687	2001	924	234	2369	2247	78199
Dale County Rural Districts	269		224	540	3201	3440	167	99	2421	53774
Ozark, City of		325	200				30	400	386	8840
Totals for County	269	325	424	540	3201	2640	197	499	2806	62614
Dallas County Rural Districts			601	219		165	260	7436	1099	45396
Selma, City of		2141	1371	1124		1524		3439	1426	51429
Totals for County		2141	1972	1344		1699	260	10875	2426	98716
DeKalb County		59	2121	457	1937	637	231	939	2469	74771
Elmore County			1779	626	646	400	452	1824	4469	63499

DEPARTMENT OF EDUCATION

Escambia County Rural Districts			87	1098	11854	1548	339	2175	9868	73926
Atmore, City of		90	95	74		335	11	521		6091
Brewton, City of								4785		4785
Totals for Cities		90	95	74		335	11	5306		10876
Totals for County			182	1172	11854	1883	350	7481	9868	83802
Etowah County Rural Districts										
Alabama City, City of			236	280	10717	2525	206	1098	700	66098
Attalla, City of		632	250				100	1297	758	18481
Gadsden, City of		318	44	71			68	1113	1714	7770
Totals for Cities		1843	5385	3041		306	437	2223		47700
Totals for County		2798	5629	3112		306	600	4542	2472	68951
		2798	5865	3392	10717	2831	806	5580	3172	135649
Fayette County	190	235	482	132	3750	1142	124	122	195	44759
Franklin County Rural Districts										
Russellville, City of		204	548	82	243	614	217	874	1901	50975
Totals for County		204	330	200		200	18	150		5453
			878	282	243	814	235	1024	1901	56428
Geneva County	22	215	1497	2719	13662	2109	1209	1259	3486	79380
Greene County			300	119	458	458	55	460	3118	23257
Hale County Rural Districts										
Greensboro, City of		190	233	196	137	87	114	859	6592	41247
Totals for County		190	375	494	20	139	29	970	8	7865
			608	690	157	226	143	1829	6600	49112
Henry County			100	260			130	1620	5655	37326
Houston County Rural Districts										
Dothan, City of		1413	262	254	1500	505	147	333	3794	51910
Totals for County		1413	1206	1421			3373	341		36269
			1468	1675	1500	505	3520	674	3794	88179
Jackson County Rural Districts										
Bridgeport, City of		298	887	322	4018	1011	277	893	12558	74974
Totals for County		225	197				12	70		4779
		523	1084	332	4018	1011	289	963	12558	79753

FINANCIAL STATEMENT—DISBURSEMENTS—Continued.

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Teaching Supplies, Etc.	Other Expenses	Balance on Hand	Total
Jefferson County Rural Districts	12943	17328	9150	13704	53791	12512	2047	202336	5205	713254
Bessemer, City of		3200	3529	1425	11014	100	500	2295	7332	83946
Birmingham, City of		44657	49331	45326	3691	9772	28324	128125		908459
Totals for Cities		47857	53460	46761	14705	9872	28324	130431	7332	991425
Totals for County	12943	65185	61810	59485	73436	23384	30871	332357	13537	1704679
Lamar County	163	90	791	708	5050	1332	235	500	3000	54054
Lauderdale County Rural Districts	420					5890			3276	97843
Florence, City of		1575	1750	358	3450	435	125	4453		34750
Totals for County	420	1575	1750	358	19450	6375	125	4452	3276	132593
Lawrence County		108	417	735	27115	1506	130	1072	5790	85915
Lee County Rural Districts	5481		153	73	5950	162	45	3366	1290	61189
Opelika, City of		700	910	215	14000	520	430	932		33157
Phoenix, City of		300	325	75	100	50	50	733	1140	9473
Totals for Cities		1000	1135	290	14100	570	470	1515	1140	42830
Totals for County	5481	1000	1298	363	20050	732	515	4931	2459	93789
Limestone County Rural Districts			3538		13784	1730			9533	34373
Athens, City of		90	140						10	5702
Totals for County		90	3498		13784	1730			10	90135

DEPARTMENT OF EDUCATION

Lowndes County	13	251	50	6	35	28	1564	547	31681
Macon County Rural Districts	135	182	404	284	72	86	3652	1816	34199
Tuskegee, City of	150		75	50			40		5971
Totals for County	368	182	479	334	72	86	3692	1816	40161
Madison County Rural Districts	5898	19	474	16226	2050	2	19519	12578	139746
Huntsville, City of	1305	1612	638		1676		1322		31129
Totals for County	5898	1631	1162	16226	3726	2	20841	12578	161875
Marengo County Rural Districts		339	107	21	373	193	636	13563	67783
Demopolis, City of	350	375	175		35	30	695	414	10854
Totals for County	455	714	282	21	408	223	1331	13977	78637
Marion County	308	782	670	8079	43	127	122	434	48562
Marshall County	190	1631	821	315	116	1155	3239	3000	68860
Mobile County Rural Districts	13918	2320	5370	17137	532	1169	13505	54	169975
Mobile, City of	1819	8015	9044	2315	1005	4658	12455		297503
Totals for County	15737	10335	14414	19452	1537	5827	25960	54	377478
Monroe County	1022	251	5303	291	441	61	3923	2907	66999
Montgomery County Rural Districts	6931	2398	3045	29401	15449	2509	8893	2191	146127
Montgomery, City of		6064	15732	419	2921	2294	3413	7357	158870
Totals for County	6931	8462	21777	29820	18370	4803	12306	9548	304997
Morgn County Rural Districts		530	770	330	119	68	2481	15916	68911
Albany, City of	1041	1088	55		381		11438		34719
Decatur, City of	432	677	457			267	110	2033	15046
Hartselle, City of	322	594	127		14	23	282	536	6723
Totals for Cities	1795	2359	639		395	290	11830	2569	56493
Totals for County	1795	2939	1409	330	514	358	14311	18485	125404
Perry County Rural Districts		113	138	2300	118	62	5720	7394	42932
Marion, City of	118	144	157	4220	224	9	1382	2437	13687
Totals for County	187	257	295	6520	342	71	7102	9831	56619

FINANCIAL STATEMENT—DISBURSEMENTS—Continued.

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Teaching Supplies, Etc.	Other Expenses	Balance on Hand	Total
Pickens County	540	134	519	2415	732	128	181	596	8893	66474
Pike County Rural Districts			32	148	425	352	227	5397	1020	53322
Troy, City of		439	447	1118	5269	1425	42	272	5347	32262
Totals for County		438	540	1266	5784	1777	270	5669	7876	33584
Randolph County Rural Districts		117	265	200	9327	955	170	1793	52	65355
Roanoke, City of		340	500	1000			200	645		13770
Totals for County		477	1265	1200	9327	955	370	2438	52	79125
Russell County Rural Districts		192	326	31		109	141	109	2267	26430
Girard, City of		250	197	181			676	300	246	9432
Totals for County		233	523	202		109	817	389	2513	36118
Shelby County	420		15	13		112	19	65	4761	71548
St. Clair County		106	1042	4163	24337	1259	745	3357	3685	102390
Sumter County		146	759	241	59	378	211	2923	1328	41183
Talladega County Rural Districts		45	728	256	15055		212	2831	13098	92771
Sylacauga, City of		180	193			200	50			7442
Talladega, City of	65	503	245	160		181	116	1059		12451

Totals for Cities	65	742	398	160	361	166	1089		25514
Totals for County	65	787	1123	486	715	378	4940	13098	118285
Tallapoosa County Rural Districts									
Alexander City, City of		107	350	170	922	151	196		56736
Totals for County		360	525	654	175	60	176		11730
		467	875	824	1097	211	372		68466
Tuscaloosa County Rural Districts									
Tuscaloosa, City of		2122	1446	916	536	266	4607	1750	112241
Totals for County		2122	1867	566	504	236	2269		43071
			3313	1482	1040	502	6876	1750	155312
Walker County Rural Districts									
Jasper, City of		90	2328	2269	1045	1709	7120	1950	133825
Totals for County		379	689	157		34	547		9835
		469	3017	2426	1045	1743	7667	1950	143660
Washington County	510		20	655	692	50	390	2677	43401
Wilcox County	1570	106	179	810	950	188	2032	671	64077
Winston County							979	655	33787
Rural Districts	\$ 57853	\$ 26880	\$ 59325	\$ 88398	\$ 83699	\$ 23507	\$ 371428	\$ 284901	\$5092100
Totals for Cities	\$ 3161	\$ 90001	\$ 94317	\$ 94210	\$ 30826	\$ 43208	\$ 197471	\$ 41155	\$2166298
Grand Total	\$ 61014	\$ 116881	\$ 153642	\$ 182608	\$ 584610	\$ 114525	\$ 66715	\$ 568899	\$7258398

**AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL
FUND, BONUS, POLL TAX, COUNTY TAX, AND
DOG TAX.**

COUNTIES	Balance from previous year	Three mill tax and State appropriation	Bonus for levying special county tax	Poll tax	County tax	Dog tax
Autauga	\$	\$ 20,199.04	\$ 1,000.00	\$ 729.00	\$ 4,396.13	\$ 543.24
Baldwin	17,217.80	20,468.40	3,000.00	813.00	51,215.84	47.45
Barbour	527.65	35,802.88		1,275.00		129.00
Bibb	4,589.49	22,901.52	3,000.00	1,720.50	22,486.23	539.39
Blount	1,509.06	26,533.44	3,000.00	2,520.00	22,009.89	743.50
Bullock	116.72	32,770.16		552.00		722.19
Butler	1,877.95	29,792.40	3,000.00	1,953.50	26,009.29	17.34
Calhoun	8,555.96	50,080.24	3,000.00	3,007.50	52,226.40	545.56
Chambers	1.23	43,192.32	3,000.00	2,243.50	37,219.29	1,901.30
Cherokee	1,481.28	21,365.28	3,000.00	2,326.50	12,557.86	625.50
Chilton	2,567.50	22,599.60	3,000.00	1,990.50	17,414.22	
Choctaw	1,887.30	20,983.44	1,000.00	907.50	4,496.27	
Clarke	4,643.80	27,972.00	1,000.00	1,419.00	5,055.14	135.00
Clay	1,882.54	22,874.88	3,000.00	2,623.50	18,708.94	
Cleburne	879.61	13,775.84	1,000.00	1,352.50	2,714.87	230.00
Coffee	1,718.20	30,872.30	3,000.00	2,143.50	33,141.00	453.00
Colbert	59.46	29,712.48	3,000.00	2,014.50	27,570.01	1,029.02
Conecuh	792.66	24,887.68	3,000.00	1,533.00	30,551.08	230.49
Coosa	2,446.29	15,175.92	1,000.00	1,101.00	3,225.34	276.00
Covington	7,215.84	35,144.08	3,000.00	2,979.00	26,101.31	571.50
Crenshaw	2,312.57	24,644.96	3,000.00	1,910.40	16,790.40	
Cullman	1,409.55	33,554.56	3,000.00	3,007.00	22,335.13	696.25
Dale	1,217.10	23,384.00	3,000.00	1,307.00	23,561.81	250.00
Dallas	4,104.40	58,348.08		1,560.00		
DeKalb	553.34	35,031.60	3,000.00	2,663.50	20,323.12	741.27
Elmore	3,000.00	29,304.00	3,000.00	1,807.00	17,458.76	
Escambia	5,506.57	23,851.68	3,000.00	1,446.00	21,716.09	
Etowah	3,139.26	42,218.48	3,000.00	2,447.00	40,750.89	765.30
Fayette	952.96	17,632.72	3,000.00	1,749.00	16,342.86	500.00
Franklin	2,962.92	21,314.96	3,000.00	2,521.50	19,701.90	1,000.00
Geneva	990.43	28,942.88	3,000.00	1,945.50	18,079.11	701.75
Greene	3,373.20	16,561.72		412.50		554.75
Hale	1,146.08	27,599.04	3,000.00	709.50	12,924.23	
Henry	556.80	20,785.96	3,000.00	1,402.50	12,105.78	
Houston	3,441.49	32,768.80	3,000.00	2,121.00	20,320.08	
Jackson	3,511.39	33,033.00	3,000.00	1,933.50	24,281.51	
Jefferson	57,061.82	265,375.84	3,000.00	22,887.00	745,625.76	137.73
Lamar	455.54	19,280.72	3,000.00	1,651.50	16,689.16	336.00
Lauderdale	1,866.32	42,967.86	3,000.00	3,033.00	30,487.52	
Lawrence	2,866.67	23,443.17	3,000.00	2,160.00	19,217.96	372.34
Lee	15.09	31,882.16	3,000.00	1,287.50	27,907.70	905.60
Limestone	735.25	30,554.08	3,000.00	1,970.00	24,453.20	685.00
Lowndes	465.05	29,022.80		519.00		
Macon	1,436.94	25,601.04	1,000.00	473.50	3,166.45	

**AMOUNT AVAILABLE FROM BALANCE ON HAND, GENERAL
FUND, BONUS, POLL TAX, COUNTY TAX, AND
DOG TAX.—Continued.**

COUNTIES	Balance from previous year	Three mill tax and State appropriation	Bonus for levying special county tax	Poll tax	County tax	Dog tax
Madison	4,461.51	45,945.12	3,000.00	2,413.50	62,205.07	223.87
Marengo	1,211.22	36,566.60	3,000.00	1,084.50	30,436.91	
Marion	1,002.22	22,208.88	1,000.00	2,595.00	4,512.33	
Marshall	4,395.00	33,297.04	3,000.00	3,249.00	16,777.23	
Mobile		68,177.68	3,000.00	5,333.00		
Monroe	4,606.25	27,912.80	3,000.00	1,429.50	23,551.07	
Montgomery	22,526.41	60,568.24	3,000.00	4,161.00	108,768.35	
Morgan	2,103.96	35,683.72	3,000.00	5,295.50	42,102.83	
Perry	4,055.09	27,557.60	3,000.00	834.00	13,530.80	103.80
Pickens	2,647.19	27,676.00	3,000.00	1,459.50	19,226.03	
Pike	241.54	31,032.64	3,000.00	2,113.50	23,917.92	626.69
Randolph	1,000.00	28,495.92	3,000.00	2,633.50	19,522.69	310.00
Russell	2,685.10	27,584.24		480.00		
Shelby	4,055.74	25,426.40	3,000.00	1,801.50	37,155.85	
St. Clair	3,026.01	24,230.35	3,000.00	1,726.50	20,706.12	269.76
Sumter	115.46	35,635.44		696.00		662.21
Talladega	7,285.07	37,544.64	3,000.00	2,074.50	52,307.37	785.33
Tallahassee	1,810.77	30,230.80	1,000.00	2,010.00	7,044.20	
Tuscaloosa	32.01	47,000.04	3,000.00	2,527.50	74,189.91	
Walker	4,259.91	42,230.33	3,000.00	5,242.50	56,953.53	130.00
Washington	4,302.36	14,992.40	3,000.00	835.50	11,482.00	89.05
Wilcox	995.40	31,961.30	3,000.00	892.50	16,227.95	
Winston	2,948.41	15,443.12	3,000.00	2,041.50	9,132.78	389.75
Totals	\$253,003.51	\$2,276,909.79	\$164,000.00	\$155,137.50	\$2,197,973.95	\$ 19,753.71
Grand Total						\$5,971,853.46

COUNTY HIGH SCHOOLS
Enrollment, Graduates, Age of Pupils, Teachers

COUNTIES	ENROLLMENT												Average Attendance (Pupils)		No. of Graduates		Average Age of Pupils		Living 3 miles or more from school		Number of Teachers Employed		
	Male						Female																
	First Year	Second Year	Third Year	Fourth Year	Total	Preparatory	First Year	Second Year	Third Year	Fourth Year	Total	Preparatory	Grand Total	Male	Female	Male	Female	Male	Female				
Anauga	23	12	10	4	49		20	13	18	6	57		106	47	52	2	5	15	40				
Barbour	23	14	3	2	42		10	16	12	7	45		87	26	34	1	6	15	44				
Bibb	40	25	15	9	89	17	26	31	12	14	83	25	215	85	80	9	14	16	130				
Blount	31	5	11	9	56		21	24	12	21	78		134	50	49	2	11	16	15				
Calhoun	17	19	6	1	43		18	11	16	13	47		90	26	26	1	9	16	48				
Chambers	12	13	5	7	37	8	14	14	19	15	62	11	118	39	57	5	14	16	74				
Cherokee	26	5	7	4	41		16	15	15	6	54		95	25	42	1	4	17	67				
Chilton	35	25	12	7	79		50	25	21	14	110		189	60	72	6	14	15	83				
Choctaw	14	4	6	3	27		6	10	2	1	19		46	24	16	2		15	33				
Clarke	22	9	8	5	45	14	12	10	13	11	46	10	115	40	42	3	5	15	51				
Clay	17	23	13	3	56		22	15	7	14	58		114	37	41	2	11	16	35				
Oleburne	12	4	4		20		13	5	7	4	30		50	17	25		6	15	8				
Coffee	21	11	6	5	48	19	20	22	14	19	75	24	161	45	58	1	9	15	47				
Colbert	8	5	3	2	24		6	7	10	3	26		50	15	17	3	2	16	23				
Concuh	7	6	3	4	20	17	19	11	5	5	40	20	87	30	43	4	3	15	43				
Coosa	13	4	7	1	24	5	13	4	3	1	26	5	60	15	19	1	1	14	19				
Covington	14	3	3	2	22		8	12	5	3	31		53	18	25	1		14	19				
Crenshaw	7	2	5	5	19		8	3	13	4	33		52	9	25	4	3	15	16				
Cullman	22	18	12	13	75		57	28	20	10	118		135	51	79	10	9	16	92				
Dallas	22	6	8	4	36		26	13	3	6	51		63	27	33	2	6	16	25				
DeKalb	10	14	0	2	35		18	6	3	9	36		73	26	28	1	5	15	37				
Elmore	10	11	5	3	28	10	11	11	7	8	37	22	102	31	43	2	7	15	35				
Escambia	17	12	4	4	37		14	24	9	11	58		95	34	44	4	9	17	39				

DEPARTMENT OF EDUCATION

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Elowah	24	14	17	9	66		26	19	20	13	87		153	52	69	8	8	16	16	72	1	148
Fayette	20	10	16	8	54		43	18	10	12	83		137	39	82	3	3	17	17	63	1	
Franklin	22	10	9	5	46	20	30	14	17	8	69	22	157	41	66	3	3	16	14	34	1	
Geneva	18	5	6	2	31		23	20	12	8	63		94	20	51			15	15	26	2	
Henry	25	8	10	6	52	12	24	21	12	9	66	7	137	64	71	2	2	16	15	32	2	
Houston	17	9	2	3	31		19	14	4	14	51		82	19	30	2	2	17	16	48	2	
Jackson	19	26	12	7	74	16	16	22	21	11	70	16	175	66	66	5	5	15	14	34	2	
Jefferson	72	26	27	14	138		86	46	31	14	177		315	92	123	11	11	16	16	197	4	
Lamar	13	10	5	3	37	21	23	11	11	11	55	34	147	45	61	2	2	17	15	59	2	
Lauderdale	12	12	9	4	37	18	23	17	11	18	89	14	138	34	62			16	16	23	2	
Lawrence	12	14	5	7	38	16	11	13	15	2	41	14	109	46	49	5	5	17	16	43	3	
Lee	13	11	7	6	37		11	15	13	12	61		83	27	43	5	5	16	16	35	1	
Limestone	5	5	3	4	17		10	13	5	1	29		46	15	27	4	4	16	15	25	1	
Lowndes	10	5	3	4	23		11	10	1	6	30		53	18	28	4	4	13	14	7	1	
Macon	14	2	12	5	38		10	5	6	12	32		65	25	24	4	4	16	14	22	2	
Madison	7	6	0	3	16		5	5	3	8	21		37	10	13	2	2	14	16	3	1	
Marengo	12	7	3	4	26		12	6	10	2	30		56	19	23	3	3	16	16	35	1	
Marion	27	13	5	3	48	17	19	8	5	10	42	14	121	49	43	2	2	16	16	33	1	
Marshall	9	17	6	7	39		22	19	6	14	61		100	23	45	7	7	17	14	21	2	
Monroe	13	18	13	3	52		17	20	19	11	67		119	41	57	6	6	17	16	63	1	
Morgan	36	18	10	14	77		31	26	26	19	102		179	66	35	11	11	18	18	79	2	
Perry	19	15	12	9	55		29	26	22	12	89		144	29	65	3	3	15	15	57	1	
Pickens	16	3	7	2	32		29	20	13	8	75		107	15	53	1	1	16	16	64	3	
Pike	10	13	6	4	33		12	10	7	4	33		66	24	25	2	2	15	15	27	1	
Randolph	19	14	9	2	45	10	27	9	14	11	61	9	125	32	54	1	1	15	15	58	2	
Shelby	15	7	13	7	42		18	19	16	7	49		91	33	29	2	2	17	17	31	3	
St. Clair	7	5	4	1	17		20	6	10	7	43		60	10	35	1	1	16	17	38	1	
Sumter	7	5	7	1	20		7	9	3	3	27		47	13	23			16	16	9	1	
Talladega	16	3	3	4	25		13	7	15	6	41		66	13	27			17	17	39	1	
Tallapoosa	13	10	6	3	43		7	10	9	14	40		83	27	28	3	3	17	17	35	2	
Walker	43	19	19	12	93		41	24	17	31	113		206	56	90	10	10	16	16	95	2	
Washington	5	6	6	4	21		5	9	5	3	22		43	12	17	4	4	19	17	27	1	
Wilcox	14	5	11	9	39		3	3	19	8	38		77	25	30	9	9	16	16	59	1	
Winston	21	13	4	5	43	24	12	6	6	4	28	23	123	36	20	3	3	17	16	26	2	
Totals	1043	635	454	295	2439	252	1124	838	670	546	3173	376	6189	1883	2616	207	422	16	16	2555	37	

COUNTY HIGH SCHOOLS
Libraries, Buildings and Equipment

COUNTIES	Number of vol- umes in library	Value of library	Value of build- ings and sites	Value of equipment	Value of scientific apparatus and teaching supplies
Autauga	450	\$ 250	\$ 13,000	\$ 800	\$ 300
Barbour	730	500	12,000	2,000	1,000
Bibb	450	650	13,000	1,200	600
Blount	400	500	20,000	2,000	500
Calhoun	250	300	15,000	2,000	500
Chambers	200	200	6,000	1,000	300
Cherokee	291	275	12,500	2,500	200
Chilton	200	300	25,000	1,500	250
Choctaw	500	750	10,000	600	700
Clarke	500	500	12,000	1,000	150
Clay	150	50	13,750	900	100
Cleburne	100	50	10,000	1,061	150
Coffee	150	300	27,800	3,000	300
Colbert	90	70	15,000	700	600
Conecuh	150	200	10,000	1,000	300
Cosa	200	150	7,000	1,250	350
Covington	416	250	21,000	1,200	150
Crenshaw	400	400	13,000	1,000	600
Cullman	650	500	25,000	950	500
Dallas	570	460	10,000	1,000	600
DeKalb	250	250	15,000	250	325
Elmore	40	80	15,000	1,500	250
Escambia	350	175	16,000	700	650
Etowah	750	400	20,000	2,000	1,000
Fayette	150	300	18,000	600	475
Franklin	140	150	15,000	500	400
Geneva	304	400	10,000	2,500	1,015
Henry	350	150	25,000	1,500	300
Houston	520	700	10,500	1,520	450
Jackson	300	110	14,000	1,500	500
Jefferson	1,000	400	100,000	15,000	2,500
Lamar	182	175	10,000	1,000	275
Lauderdale	100	75	8,750	700	200
Lawrence	500	250	12,500	1,250	500
Lee	400	400	15,000	2,000	500
Limestone	200	250	12,000	750	150
Lowndes	275	200	7,500	325	300
Macon	150	125	15,000	600	300
Madison	200	100	16,000	300	300
Marengo	350	300	12,000	300	200
Marion	225	200	11,000	750	750
Marshall	340	350	20,000	1,000	70
Monroe	200	100	15,000	500	500
Morgan	300	300	13,000	1,500	500

COUNTY HIGH SCHOOLS

Libraries, Buildings and Equipment.—Continued

COUNTIES	Number of volumes in library	Value of library	Value of buildings and sites	Value of equipment	Value of scientific apparatus and teaching supplies
Perry	204	200	25,000	2,000	1,100
Pickens	100	150	15,000	600	600
Pike	275	450	15,000	1,500	200
Randolph	250	400	10,000	1,100	500
Shelby	150	200	15,000	1,000	300
St. Clair	320	320	10,000	600	500
Sumter	200	200	16,000	500	600
Talladega	190	40	12,000	500	200
Tallapoosa	432	420	15,000	200	150
Walker	450	500	55,000	2,500	2,500
Washington	329	500	12,500	500	500
Wilcox	500	600	10,000	550	450
Winston	125	150	12,000	1,000	100
Totals	19,614	\$ 16,788	\$344,100	\$ 78,765	\$ 30,360

COUNTY HIGH SCHOOLS
Financial—Receipts and Disbursements

COUNTIES	Balance from Previous Year...	State Appropriation	Town or City Appropriation	County Board of Education	Board of Rev., or Comm'r's. Court	Matriculation Fees	From all other Sources	Overpayment or Deficit	Total	Salaries of Principals	Salaries of Teachers	Wages of Janitors	Fuel, Water, Light, Power, etc.	Rep'r's., Replac'm't Equip'm't, Ins. & other Upk. Chgs.	New Grds. & Bldgs., Alterations (not repairs)	Other expenses	Balance on hand	Total
Autauga	\$ 1	3,000	—	175	—	793	223	—	4,298	\$ 1,375	2,083	95	122	271	—	369	12	4,298
Barbour	—	3,000	118	—	—	363	12	—	3,494	1,350	1,485	200	86	157	—	215	1	3,494
Bibb	332	3,000	—	2,500	—	909	212	—	6,953	2,200	3,736	162	266	170	—	171	229	6,953
Blount	1	3,000	—	852	—	575	240	—	4,643	1,377	2,160	194	300	145	—	—	—	4,643
Calhoun	93	3,000	—	530	—	597	34	82	4,486	1,550	2,070	63	109	95	—	479	—	4,486
Chambers	208	3,000	—	945	—	535	123	—	4,821	1,560	2,205	90	80	237	—	108	541	4,821
Cherokee	10	3,000	—	—	—	589	245	—	3,844	1,500	1,350	90	633	50	—	206	5	3,844
Chilton	—	3,000	500	540	—	1,180	6	—	5,226	2,000	1,265	270	354	243	175	183	211	5,226
Choctaw	50	3,000	—	519	—	209	10	—	3,269	1,200	1,350	55	120	220	—	—	139	3,269
Clarke	8	3,000	—	—	—	541	612	—	4,871	1,500	2,430	134	32	229	—	36	160	4,871
Clay	—	3,000	—	—	—	350	186	—	4,046	1,400	1,680	86	52	130	—	365	53	4,046
Cleburne	120	3,000	—	—	—	301	86	144	3,851	1,358	1,478	67	128	544	25	51	—	3,851
Coffee	1	3,000	600	690	—	926	189	—	5,316	1,620	2,503	175	208	285	—	520	1	5,316
Colbert	431	3,000	—	—	—	237	133	—	3,956	1,500	1,895	110	52	381	—	180	53	3,956
Conecuh	—	3,000	—	1,200	—	443	69	—	4,712	1,425	2,230	150	124	99	—	667	26	4,712
Coosa	109	3,000	—	350	—	380	54	—	3,938	1,375	2,025	54	206	3	—	113	117	3,938
Covington	—	3,000	—	430	—	340	55	—	3,875	1,500	1,432	160	164	175	—	440	4	3,875
Crenshaw	341	3,000	—	—	—	291	83	—	3,711	1,500	1,365	41	190	300	—	70	215	3,711
Cullman	106	3,000	—	2,005	—	1,711	108	—	7,325	1,724	3,625	508	83	354	—	310	24	7,325
Dallas	403	3,000	—	300	—	775	5	—	4,489	1,500	1,530	50	150	150	—	64	1,044	4,489
DeKalb	75	3,000	—	—	—	373	102	—	3,550	1,400	1,530	96	72	167	—	180	125	3,550
Elmore	23	3,000	95	299	—	524	633	—	4,613	1,500	1,763	98	127	373	45	849	47	4,613
Escambia	543	3,000	—	1,500	—	431	—	—	5,469	1,300	2,263	146	74	632	—	150	349	5,469
Etowah	—	3,000	—	1,500	—	1,163	216	75	5,955	1,800	2,132	144	246	1,017	—	306	—	5,955
Fayette	619	3,000	—	150	—	843	20	—	4,632	1,800	1,350	200	289	363	—	19	620	4,632

DEPARTMENT OF EDUCATION

Franklin	18	3,000	78	520		846	30		4,492	1,500	1,980	242	304	270		22	174	4,492
Geneva		3,000		1,134	184	738	982		6,038	1,500	3,119	71	50	444		831	23	6,038
Henry	323	3,000	100	600		990	210		5,223	1,575	2,230	168	371	522		149	208	5,223
Houston	64	3,000				403	32		3,499	1,500	1,226	63	38	106		207	359	3,499
Jackson		3,000	575		650	1,746	555		6,526	1,500	2,970	278	238	594		940	6	6,526
Jefferson		3,000		5,975		1,288	300		10,563	2,201	7,125	484	46			662	45	10,563
Lamar	213	3,000		300		741	58		4,312	1,500	1,950	106	256	18	4	44	434	4,312
Lauderdale	123	3,000		355	100	649	535		4,762	1,500	2,395	46	203	164		45	409	4,762
Lawrence	17	3,000		628	200	554	21		4,420	1,500	2,250	121	177	226		146		4,420
Lee		3,000		1,150		414	73	358	4,995	1,800	1,730	91	599	100	44	581		4,995
Limestone	76	3,000				163	215		3,454	1,500	1,440	54	240	121			99	3,454
Lowndes		3,000		150		290	396	111	3,947	1,500	1,485	103	40	105		714		3,947
Macon	369	3,000		210	154	230	20		4,033	1,500	1,786		147	388		114	98	4,033
Madison	285	3,000	200			280			3,765	1,700	1,440	106	103			80	336	3,765
Marengo	91	3,000		350		270	15		3,726	1,600	1,465	84	78	252		77	170	3,726
Marion	23	3,000				502	36		3,561	1,500	1,530	101	106	95		151	78	3,561
Marshall	29	3,000		240		405	279		3,953	1,500	1,550	194	191	297		198	23	3,953
Monroe	10	3,000		1,227		717	11		4,965	1,500	2,340	70	77	210	519	246	3	4,965
Morgan	268	3,000		1,335		1,090	234		5,927	1,800	2,535	137	226	269	357	599	4	5,927
Perry		3,000		1,600		970	43		5,613	1,900	2,163	114	206	310	26	151	743	5,613
Pickens		3,000		675		736	122	200	4,733	1,800	1,616	85	217	512	119	384		4,733
Pike	147	3,000				425	120		3,692	1,500	1,530	74	126	237		220	5	3,692
Randolph	1	3,000		660		529	184		4,374	1,500	2,103	134	83	436		85	33	4,374
Shelby		3,000		1,225		367	26		4,618	1,750	2,416	72	110	125		118	27	4,618
St. Clair	547	3,000		300		248	95		4,190	1,800	1,305	51	178	130		35	691	4,190
Sumter	83	3,000				278			3,361	1,400	1,395	113	104	234		83	32	3,361
Talladega	49	3,000		50		294	376		3,769	1,650	1,350	81	72	248	195	173		3,769
Tallapoosa	88	3,000		100		290	15		3,493	1,500	1,450	104	118	69		135	107	3,493
Walker		3,000		5,068		663			8,731	2,500	4,500	445	177			1,109		8,731
Washington	27	3,000		250		236	122		3,635	1,500	1,440	105	68	41	8	351	122	3,635
Wilcox	131	3,000		900		484		8	4,523	1,800	2,130	130	340	123				4,523
Winston	179	3,000		1,000	250	642	219		5,290	1,500	3,060	87	75	220	28	319	1	5,290
Totals	\$6,694	\$171,000	\$2,256	\$41,483	\$1,538	\$34,444	\$9,212	\$978	\$267,605	\$91,690	\$118,923	\$7,646	\$9,734	\$14,243	\$1,546	\$15,612	\$8,211	\$267,605

AGRICULTURAL SCHOOLS—Continued
Teachers, Libraries, Buildings and Equipment

LOCATION	No. of Teachers		Value of buildings and sites	Value of equipment	Scientific apparatus and teaching supplies	No. of volumes in library	Value of library
	Male	Female					
First, Jackson	2	2	\$ 10,000	\$ 500	\$ 600	700	\$ 600
Second, Evergreen	2	2	12,000	1,200	600	360	310
Third, Abbeville	2	2	10,000	1,538	698	600	618
Fourth, Sylacauga	2	2	23,000	500	250		250
Fifth, Wetumpka	2	7	42,500	2,749	1,200	1,500	1,000
Sixth, Hamilton	2	2	50,000	7,870	600	150	100
Seventh, Albertville	2	5	35,000	2,400	500	400	280
Eighth, Athens	2	5	50,000	1,400	500	2,500	2,000
Ninth, Blountsville	2	2	4,000				
Totals		31	\$236,500	\$ 17,757	\$ 5,848	5,710	\$ 6,078

AGRICULTURAL SCHOOLS—Continued.

Financial Report—Receipts

LOCATION	Balance from last year	State appropriation for maintenance	State appropriation for building	Federal vocational aid	State vocational aid	Fees and incidentals	Other Sources	Total
First, Jackson	\$ 457	\$ 4,500	\$ —	\$ 1,050	\$ 131	\$ 698	\$ 272	\$ 7,098
Second, Evergreen	202	4,500	—	1,100	138	1,744	268	7,947
Third, Abbeville	441	4,500	—	900	118	652	1,021	7,627
Fourth, Sylacauga	252	4,500	—	825	118	1,670	2,180	9,521
Fifth, Wetumpka	381	4,500	—	750	118	1,900	5,740	12,389
Sixth, Hamilton	*2	4,500	—	900	118	2,180	1,269	8,945
Seventh, Albertville	—	4,500	—	800	118	3,000	2,457	11,702
Eighth, Athens	2,710	4,500	—	810	101	1,816	1,018	10,455
Ninth, Blountsville	482	4,500	—	1,100	138	1,485	272	7,975
Totals	\$ 6,002	\$40,500	\$ —	\$ 8,235	\$ 1,073	\$14,545	\$14,472	\$64,827

*Building Fund, \$1,073.

AGRICULTURAL SCHOOLS—Continued

Financial Report—Disbursements

LOCATION	Salary of President	Salaries of other teachers	Salary, postage, and incidentals of Sec.-Treas.	Wages of janitors and farm hands	Fuel, water, light, janitors' supplies, etc.	Rep'r's, Repla'm't of Equip't., Ins., and other upkeep charges	New grounds, Bldgs., Altera'n of old buildings (not repairs)	New equipment	All other expenses	Balance on hand	Total
First, Jackson	\$ 2,100	\$ 3,120	\$ 56	\$ 329	\$ 287	\$ 132	\$ —	\$ —	\$ 468	\$ 698	\$ 7,028
Second, Evergreen	2,200	3,290	56	150	1,294	216	—	51	690	—	7,347
Third, Abbeville	2,000	3,714	56	121	562	11	—	140	836	187	7,627
Fourth, Sylacauga	1,800	3,729	56	350	479	1,264	—	165	1,476	202	9,521
Fifth, Wetumpka	2,000	7,135	56	231	836	165	—	476	1,362	425	12,484
Sixth, Hamilton	1,833	4,253	56	193	477	*298	—	556	1,642	739	13,945
Seventh, Albertville	2,000	5,078	56	180	1,265	397	—	36	2,660	30	11,702
Eighth, Athens	2,000	4,020	56	90	611	89	269	264	1,042	1,014	10,455
Ninth, Blountville	2,200	3,435	56	170	373	22	—	251	731	783	7,975
Totals	\$ 18,133	\$ 37,779	\$ 604	\$ 1,714	\$ 5,928	\$ 2,704	\$ 269	\$ 2,121	\$ 10,787	\$ 4,363	\$ 84,837

*Expended from Building Fund. †Balance in Building Fund, \$675. ‡Total, Building Fund, \$1,079.

NORMAL SCHOOLS

Location—Enrollment and Number of Graduates

	Fall Term		Winter Term		Spring Term		Summer Term	
	Male	Female	Male	Female	Male	Female	Male	Female
FLORENCE, CLASS A								
Enrollment in:								
a. Professional work	5	144	5	119	11	111	5	103
b. Professional work for six weeks or less	0	12	0	0	1	21	2	41
c. Certificate course for six weeks or less	0	4	0	3	2	15	2	68
Total excluding duplicates	5	161	5	122	15	147	10	219
Number of graduates—Total 69	0	12	0	4	2	37	1	13
JACKSONVILLE, CLASS A								
a. Professional work	33	77	9	5	6	6	11	52
b. Professional work for six weeks or less	34	8	0	0	5	5	6	20
c. Certificate course for six weeks or less	0	33	2	7	3	13	11	65
Total excluding duplicates	74	123	11	12	14	24	28	148
Number of graduates—Total 60	1	7	1	3	5	24	2	7
LIVINGSTON, CLASS A								
a. Professional work	4	214	6	200	9	200	4	143
b. Professional work for six weeks or less	0	4	0	2	0	3	3	15
c. Certificate course for six weeks or less	0	17	0	9	0	13	3	65
Total excluding duplicates	4	235	6	211	9	216	10	223
Number of graduates—Total 30	0	3	0	6	0	44	2	21
TROY, CLASS A								
a. Professional work	24	177	24	150	24	132	7	112
b. Professional work for six weeks or less	0	17	1	16	1	12	20	148
c. Certificate course for six weeks or less	0	0	0	0	0	0	0	0
Total excluding duplicates	24	194	25	166	25	194	27	203
Number of graduates—Total 52	1	0	0	6	6	32	0	7
DAPHNE, CLASS B								
a. Professional work	9	33	9	33	9	33	0	0
b. Professional work for six weeks or less	0	0	0	0	0	0	0	0
c. Certificate course for six weeks or less	0	0	0	0	0	0	0	0
Total excluding duplicates	9	33	9	33	9	33	0	0
Number of graduates—Total 7	0	0	0	0	3	4	0	0
MOUNDVILLE, CLASS B								
a. Professional work	0	0	24	26	0	0	0	0
b. Professional work for six weeks or less	0	0	0	0	0	0	0	0
c. Certificate course for six weeks or less	0	0	0	0	0	0	0	0
Total excluding duplicates	0	0	24	26	0	0	0	0
Number of graduates—Total 2	2	0	0	0	0	0	0	0

NORMAL SCHOOLS—Continued.
Location—Enrollment and Number of Graduates

	Fall Term		Winter Term		Spring Term		Summer Term	
	Male	Female	Male	Female	Male	Female	Male	Female
MONTGOMERY, COLORED								
a. Professional work	92	189	92	189	92	189	0	0
b. Professional work for six weeks or less	0	0	0	0	0	0	8	107
c. Certificate course for six weeks or less	0	0	0	0	0	0	2	30
Total excluding duplicates	92	189	92	189	92	189	10	137
Number of graduates—Total 45	0	0	0	0	18	32	0	0
NORMAL, COLORED								
a. Professional work	121	68	121	68	121	68	7	36
b. Professional work for six weeks or less	4	1	0	0	0	0	0	0
c. Certificate course for six weeks or less	0	0	0	0	0	0	0	0
Total excluding duplicates	125	69	121	68	121	68	7	36
Number of graduates—Total 67	0	0	0	0	18	49	0	0
TUSKEGEE, COLORED								
a. Professional work	0	0	0	0	30	44	0	0
b. Professional work for six weeks or less	0	0	0	0	0	0	65	508
c. Certificate course for six weeks or less	0	0	0	0	0	0	4	27
Total excluding duplicates	0	0	0	0	30	44	69	535
Number of graduates—Total 74	0	0	0	0	30	44	0	0
TOTAL WHITE								
a. Professional work	80	650	77	520	59	527	28	426
b. Professional work for six weeks or less	26	42	1	18	7	41	31	224
c. Certificate course for six weeks or less	0	59	2	19	8	41	16	196
Total excluding duplicates	116	751	80	567	74	619	68	789
Number of graduates—Total 270	4	27	1	18	16	151	5	48
TOTAL COLORED								
a. Professional work	223	257	223	257	253	301	7	36
b. Professional work for six weeks or less	4	1	0	0	0	0	73	615
c. Certificate course for six weeks or less	0	0	0	0	0	0	5	57
Total excluding duplicates	227	258	223	257	253	301	85	708
Number of graduates—Total 186	0	0	0	0	61	125	0	0
GRAND TOTAL								
a. Professional work	303	907	300	787	312	838	35	462
b. Professional work for six weeks or less	40	43	1	18	7	41	104	839
c. Certificate course for six weeks or less	0	59	2	19	8	41	22	253
Total excluding duplicates	343	1009	303	824	327	920	154	1497
Number of graduates—Total 456	4	27	1	18	77	276	5	48

*Records incomplete.

NORMAL SCHOOLS.—Continued

LOCATION	Number of Children in Model School			Total Enrollment			Teachers			Libraries		Value of Buildings and Sites	Value of Equipment	Value of Scientific Apparatus and Teaching Equipment
	Male	Female	Total	Total Enrollment from Alabama	Total Enrollment from Other States		Male	Female	Total	No. of Volumes	Value			
Florence, Class A	89	122	211	275	19			12	15	6879	7,895	\$ 211,000	\$ 27,770	\$ 5,686
Jacksonville, Class A	91	78	169	590	13			5	11	2500	2,500	150,000	15,000	2,000
Livingston, Class A	56	51	107	425	6			9	15	3008	3,500	124,500	2,000	800
Troy, Class A	40	56	96	537	6			11	19	5300	7,000	124,000	4,000	2,300
Daphne, Class B	40	56	96	40	7			3	6	2700	3,000	60,000	4,000	500
Moundville, Class B	105	91	196	†	†		1	5	7	250	300	15,000	300	75
Montgomery, Colored	199	213	412	423	4		6	19	25	750	1,000	30,000	5,500	700
Normal, Colored	205	135	341	453	47		14	13	32	10000	15,000	137,300	35,000	31,000
Tuskegee, Colored	142	34	226	534	1453		106	92	198	24000	15,000	1,211,967	245,249	*
Total White	411	455	866	1937	51		27	46	73	20129	26,195	\$ 684,500	\$ 53,070	\$ 13,575
Total Colored	546	423	979	1565	1504		126	170	295	34750	32,008	\$1,429,267	\$ 335,749	\$ 31,700
Grand Total	957	878	1845	3502	1555		153	175	328	54879	57,203	\$2,113,767	\$ 868,819	\$ 45,275

*Included with Equipment. †No data.

NORMAL SCHOOLS.—Continued

Financial Statement—Receipts

LOCATION	Balance from previous years.....	State appropriation.....	Matriculation Fees.....	Laboratory and Domestic Science Fees.....	State appropriation for building.....	Board.....	Loans.....	All other sources.....	Deficit.....	Total.....
Florence, Class A	\$ —	\$ 20,000	\$ 8,507	\$ 584	—	\$ 23,449	\$ 20,527	\$ 5,534	\$ 4,518	\$ 82,919
Jacksonville, Class A	1,080	20,000	9,485	—	—	21,779	31,990	18,340	—	92,674
Livingston, Class A	599	20,000	8,511	1,390	—	25,767	—	2,819	—	58,916
Troy, Class A	3,780	20,000	9,630	1,193	—	20,730	—	1,229	—	56,572
Daphne, Class B	372	5,000	443	128	—	—	—	—	160	6,093
Moundville, Class B	2,221	5,000	—	—	—	—	—	3,869	—	11,090
Montgomery, Colored	1,239	15,000	2,976	—	—	—	—	1,100	—	20,315
Normal, Colored	—	4,000	2,410	—	—	614	—	23,826	—	30,849
Tuskegee, Colored	203,375	5,000	17,379	—	—	—	—	356,177	—	599,531
Total White	\$ 5,162	\$ 90,000	\$ 36,576	\$ 3,554	—	\$ 91,723	\$ 42,917	\$ 31,631	\$ 4,688	\$ 309,263
Total Colored	\$ 205,314	\$ 23,000	\$ 22,765	—	—	\$ 614	—	\$ 391,102	—	\$ 641,895
Grand Total	\$ 213,376	\$ 112,000	\$ 59,341	\$ 3,554	—	\$ 92,337	\$ 42,917	\$ 422,733	\$ 4,688	\$ 950,958

DEPARTMENT OF EDUCATION

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NORMAL SCHOOLS—Continued

Financial Statement—Disbursements

LOCATION	Deficit from last year	Salaries of teachers	Wages of janitors	Fuel, water, light, etc.	Repairs and Replacement of Equipment, Insurance	New grounds and buildings, alteration of old buildings	New Equipment	Scientific Apparatus	Repayment of Loans	Expense of Dormitory Maintenance	All other expenses	Balance on hand	Total
Florence, Class A	\$ 2,574	\$ 22,578	\$ 952	\$ 1,865	\$ 3,240	\$ —	\$ —	\$ 978	\$ 72	\$ 20,759	\$ 24,314	\$ 987	\$ 83,919
Jacksonville, Class A	—	20,102	593	1,360	5,055	10,887	539	588	24,960	17,344	3,939	3,243	92,974
Livingston, Class A	—	20,324	480	3,500	2,100	250	50	150	2,300	24,595	460	2,786	53,915
Troy, Class A	—	26,957	1,334	963	2,557	866	—	114	—	15,150	398	3,233	56,572
Daphne, Class B	—	4,118	150	125	247	—	450	—	—	—	1,006	—	6,093
Moundville, Class B	—	6,768	—	—	—	—	—	—	—	—	—	4,323	11,099
Montgomery, Colored	—	13,970	419	1,886	609	—	—	315	—	—	—	3,116	26,315
Normal, Colored	—	17,150	510	3,106	—	—	—	—	—	—	9,996	17	30,349
Tuskegee, Colored	—	—	—	153,506	—	31,539	—	—	—	10,439	334,843	19,154	590,531
Total White	\$ 2,574	\$101,344	\$ 3,440	\$ 7,713	\$ 14,400	\$ 11,203	\$ 1,707	\$ 942	\$ 43,459	\$ 54,308	\$ 10,102	\$ 15,576	\$ 309,363
Total Colored	—	\$ 31,130	\$ 929	\$153,506	\$ 609	\$ 31,539	—	\$ 315	—	\$ 10,439	\$ 344,339	\$ 13,287	\$ 641,593
Grand Total	\$ 2,574	\$132,474	\$ 4,369	\$166,271	\$ 15,009	\$ 32,792	\$ 1,707	\$ 1,257	\$ 43,459	\$ 64,747	\$ 354,441	\$ 28,863	\$ 950,956

*No data.

REPORT OF THE UNIVERSITY OF ALABAMA FOR SCHOLASTIC YEAR ENDING JUNE 30, 1919

1. Year of First Opening, 1831.

2. Students and Teachers:

	Students. Teachers.	
a. Department of Arts and Sciences.....	543	38
b. Department of Engineering.....	158	13
c. Department of Law.....	59	4
d. Department of Education:		
(1) Resident students	174	
(2) Extension students	19	5
	193	
e. Summer School:		
(1) Professional Courses (including College Credit	540	
(2) Certificate Courses	365	50
	905	
f. Department of Medicine.....	54	27
g. Department of Pharmacy.....	4	5
h. S. A. T. C.....	602	40
	2518	182
Total		
Less names counted twice.....	450	31
Net totals.....	2068	151

3. Degrees conferred in 1919:

- a. A. B. Male, 18; Female, 15.
 A. B. in Education, Male 1, Female 4.
- b. B. S. Male, 17; Female, 6.
 B. S. in Engineering, Male 6.
 B. S. in Education, Male 2.
- c. M. A., Male, 1; Female, 2.
- d. M. S., Male 1.
- e. LL. B., Male 23.
- f. M. D., Male 8.
- g. Ph. G., Male 1.

4. Libraries:

- a. Number of bound volumes, 33,500.
- b. Number of pamphlets, 16,000.
- c. Total value of library, \$53,000.00.

5. Value of scientific apparatus, machinery and furniture, \$135,000.00.

-
6. Value of grounds, \$300,000.
 7. Value of school buildings, \$807,318.
 8. Value of dormitories, \$150,000.
Total value of school properties, \$1,445,318.
 9. Amount of endowment fund, \$902,177.17.
 10. Number of fellowships, 22.
 11. Receipts for 1918-19:
 - a. From Students' Fees, \$42,500.00, including board and room rent.
 - b. From productive funds, \$58,500.00, including \$36,000 Constitutional settlement of old State debt.
 - c. From State:
For maintenance, \$35,000.00, including \$5,000 for School of Medicine, \$5,000 for Summer School.
For building, nothing.
 - d. From United States Government, S. A. T. C., \$88,918.38.
 - e. From other sources, \$5,000.00.
- Total receipts, \$229,918.38, including Summer School* and School of Medicine.

Respectfully submitted,
GEORGE H. DENNY, President.

*Treasurer's school receipts include board and room rent.

REPORT OF THE ALABAMA POLYTECHNIC INSTITUTE FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1919.

1. Year of first opening, 1872.
2. Students and Teachers:

	Students.	Teachers.
a. Academic Departments (required for all courses)	851	22
b. Engineering and Mines.....	752	26
c. Agricultural Sciences	324	21
d. Pharmacy	25	2
e. Veterinary Medicine and Surgery.....	43	†7
f. Education	142	2
	-----	-----
Totals excluding duplicates.....	1279	75
g. Army Vocational Courses.....	1202	32
h. Summer Session (1919).....	369	37
i. Farmers' Short Summer Courses.....	507	30
At the Institution (1919).		

3. Degrees Conferred:

	Male.	Female.
a. B. S.*	73	2
b. M. S.	2	1
c. E. E.	2	
d. M. E.	1	
e. Ph. G.	2	
f. D. V. M.....	13	
	-----	-----
Totals.....	93	3

4. Libraries:

- a. Number of bound volumes, 30,000.
- b. Number of pamphlets, 5,200.
- c. Total value of library plant.....\$ 104,153.00

5. Value of scientific apparatus, machinery and furniture

\$ 136,600.00

6. Value of grounds.....\$ 30,000.00

7. Value of college buildings.....\$ 740,500.00

8. Value of dormitories.....\$ 45,000.00

Total value of college plant.....\$ 1,056,253.00

†Two lecturers included.

*B. S. in Agriculture, Pharmacy, Architecture, Chemistry, Animal Husbandry, Horticulture, Botany, Engineering (Civil, Mechanical, Electrical, Mining).

9. Amount of endowment fund.....	\$ 284,500.00
10. Number of fellowships, 17.	
11. Receipts for 1918-19:	
a. From students' fees.....	\$ 19,192.57
b. From productive funds.....	21,440.00
c. From State:	
(1) For fertilizer inspection, oils, feeds, drugs, etc.	58,410.71
(2) Contingent Legislature appropriation (1911)	40,000.00
d. From United States Government:	
(1) Morrill	28,450.00
(2) Commutation for uniforms.....	1,527.24
e. From other sources.....	19,734.84
	<hr/>
Total receipts.....	\$188,755.36

The Experiment Station funds are entirely separate from the College income and by law cannot be used in any way for teaching, maintenance, or any college purpose.

ALABAMA GIRLS' TECHNICAL INSTITUTE

Montevallo, Alabama, 1918-1919

The enrollment for the session 1918-19 was as follows:

Junior College	3
Sophomore College	92
Freshman College	147
Fourth Year High School.....	96
Third Year High School.....	106
Specials	29
<hr/>	
Total.....	473
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Summer School	205
Training School	238
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Total.....	443
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Grand total.....	916

Sixty-three counties were represented, and there were seven pupils from other states.

T. W. PALMER, President.

STATISTICAL REPORT OF THE ALABAMA GIRLS TECHNICAL INSTITUTE FOR THE YEAR ENDING JUNE 30, 1919.

- 1. Year of first opening, 1896.
- 2. Students and Teachers:

	Students.	Teachers.
a. Academic Department	473	17
b. Technical Department	451	20
c. Summer School	205	24
d. Training School	238	5
<hr/>		<hr/>
Total, excluding duplicates.....	916	66

- 3. Library:
 - a. Number of bound volumes, 9,115.
 - b. Number of pamphlets, 2,433.

c. Total value of library.....	\$ 11,000.00
4. Value of scientific apparatus.....	\$ 5,000.00
Machinery	\$ 44,000.00
Furniture (school room).....	\$ 9,000.00
Furniture (dormitory).....	\$ 10,000.00
5. Value of school grounds.....	\$ 15,000.00
6. Value of school buildings.....	\$ 175,000.00
7. Value of dormitories, power house, laundry, barns, infirmery, residences	\$ 485,000.00
Total value of school property.....	\$ 754,000.00
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8. Receipts for 1918-19:	
a. From students' fees.....	\$ 13,785.47
b. From productive funds.....	20,849.12
c. From State for maintenance.....	36,000.00
d. From Smith-Hughes Act.....	2,657.13
Total receipts.....	\$ 73,291.72

ALABAMA SCHOOL FOR THE DEAF.

Talladega, Alabama, 1918-19

	White.	Colored.	Total.
Enrollment	280	53	333
Average attendance	250	45	295
Length of time in actual school days.....	180	180	
	Male.	Female.	Total.
Number of teachers employed.....	13	22	35
Value of school properties:			
a. Buildings and sites.....			\$375,000.00
b. School furniture and equipment.....			40,000.00
			<hr/>
			\$415,000.00

FINANCIAL STATEMENT

Receipts

Balance brought forward.....	\$ 5,023.80
Appropriation from State for current expenses.....	75,497.50
Appropriation from State for insurance and repairs.....	3,000.00
Other sources	513.03
Deficit	4,376.68
	<hr/>
Total.....	\$ 88,411.01

Disbursements

Salaries of officers and teachers.....	\$ 26,230.17
Employees, wages	12,591.22
Maintenance	41,291.25
Insurance and repairs.....	8,298.37
	<hr/>
Total.....	\$ 88,411.01

NORTHEAST ALABAMA AGRICULTURAL AND INDUSTRIAL INSTITUTE, LINEVILLE, ALA.,

For Year Ending June 30, 1919.

	Male.	Female.	Total.
1. a. Students enrolled in freshman class...	16	22	38
b. Students enrolled in sophomore class	12	18	30
c. Students enrolled in junior class.....	11	14	25
d. Students enrolled in senior class.....	4	12	16
e. Total	43	66	109
f. Enrollm't in preparatory department	21	30	51
2. Number of pupils studying agriculture:			
a. In freshman class.....	16	22	38
b. In sophomore class.....	12	18	30
c. In junior class.....	3	6	9
d. In senior class.....	4	0	4
e. Total	35	46	81
3. No. of graduates for current year....	4	8	12
4. No. of teachers employed.....	3	8	11
5. States represented in enrollment, 1.			
6. Counties represented in enrollment, 2.			
7. Value of buildings and site, \$25,000.			
8. Value of seats, desks, blackboards, etc., \$600.			
9. Value of scientific apparatus and other teaching equipment, \$500.			
10. a. Number of volumes in library, 600.			
b. Value of library, \$450.			

FINANCIAL STATEMENT

Receipts

11. From State appropriation (for maintenance).....	\$ 3,000
12. From fees and incidentals.....	1,692
13. Federal Government	900
14. County board	3,400
15. Local tax (district).....	1,190
16. From all other sources.....	357
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Total income.....	\$ 10,539
Overdraft.....	677
<hr/>	
Total.....	\$ 11,216

Disbursements

17. Indebtedness from previous year.....	\$ 345
18. Salary of president.....	1,750
19. Salary of other teachers.....	6,410
20. Salary of secretary-treasurer.....	—
21. Wages of janitors and farm hands.....	264
22. Fuel, water, power, light, janitors' supplies and other expenses of school plant.....	350
23. Repairs and replacement of equipment, insurance and other upkeep charges.....	460
24. New grounds and buildings, alterations of old buildings (not repairs)	140
25. New equipment	750
26. All other expenses.....	747

Total expense.....\$ 11,216

B. L. BALCH, President.

**STATE TRAINING SCHOOL FOR GIRLS, BIRMINGHAM,
ALABAMA—SCHOOL REPORT**

To the Superintendent of the State Training School for Girls:

The following annual report covering the period beginning Sept. 1, 1918, and ending Sept. 30, 1919, is respectfully submitted:

Every girl, whose physical health permitted, was required to attend school one-half day for eleven months of the year. The other half-day being given to domestic training.

The school enrollment for the year was as follows:

Grammar grades, pupils.....	33
Secondary grades, pupils.....	28
Total pupils	61
Average age of pupils.....	14
Length of term in days.....	220
Average attendance	52
Teachers	1

FINANCIAL REPORT

Value of buildings and real estate.....	\$75,000
Furniture and equipment.....	4,000
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Total.....	\$79,000
Income from State funds.....	\$22,463
Public donations
<hr/>	
Total.....	\$22,463

ALABAMA VOCATIONAL SCHOOL FOR GIRLS

Birmingham, Ala., Jan. 5, 1920.

Hon. Spright Dowell,
State Supt. Education,
My dear Mr. Dowell:

With this I am sending you a brief sketch of our school. I regret that it could not have been more nearly commensurate with the work. I did not know until your letter of about ten days ago that you would not use our Biennial Printed Report when your letter came.

The date of our annual meeting has been changed to February. Notices will be sent to you and I will be very glad indeed if you can come.

Sincerely yours,

MARTHA L. SPENCER,
(Mrs. I. B. Spencer)

President.

The Alabama Vocational School for Girls located at Woodlawn has just closed its eighth year. This school has always its capacity number of thirty-one girls, and fills a long-felt want in the educational system of the State.

The girls are taught housekeeping, cooking, laundry work, serving, gardening, the care of chickens, and telegraphy and typewriting. They are taught not only cooking but food values; not only sewing but dressmaking and the care of their clothes, and in every department the practical application to daily life of everything learned.

The girls for whom this school provides number many illiterates with whom circumstances have dealt unkindly, but we may note that but one of late has been unable to read and write. Within a year, because of strong desire for reasonable advantages in school, this girl attained to the third grade and deserves commendation for unusual effort.

The school is classified as follows:

Grade.	Number of Pupils.	Average Age.
3.....	6	15½
4.....	7	15½
5.....	9	17½
6.....	5	15½
7.....	2	17½

With five acres of land the garden is an important part of the work. The regular garden furnishes the table not only during the summer when all kinds of vegetables are raised in abundance, but also a good supply for winter use. Last year fifty-seven bushels of fine sweet potatoes were raised on one-fourth acre and several bushels of peanuts were also a part of the food supply. Strawberries, raspberries, plums and grapes are also supplied. One colored man is employed most of the time for heavy work and general repairs. The balance is done by the girls.

The girls attend lectures and concerts in Birmingham through the kindness of the Board of Directors and friends.

We mention with a degree of pride also the health statistics of the school, comparing as they do most favorably with other State institutions.

The State appropriation has been up to the present time \$5,000 a year. Owing to the great advance in cost of living, the past two years have shown a deficit. The last Legislature paid this deficit and increased the appropriation to \$6,320.

To care for only thirty-one girls each year may seem small, comparatively, and we would rejoice if the means were in our hands to multiply it many times, but if you will read the reports of experts in welfare work, and consider what one delinquent person may contribute to the misery of the world, you will realize that the work of our school can never be reckoned by the number of pupils in attendance.

Not to mention the excellent management and wise direction of the work by our splendid Superintendent, Mrs. Mary R. Jordan, would make this brief sketch unworthy indeed, for to her and her assistants is due unstinted praise.

MRS. I. B. SPENCER,
President.

ALABAMA BOYS INDUSTRIAL SCHOOL

East Lake, Alabama, 1918-19

1. Enrollment:	Number
a. Elementary and grammar grades.....	495
b. Secondary grades	19
Total.....	514
2. Average age of pupils, years.....	14
3. Length of term, days.....	190
4. Average attendance, pupils.....	314
5. Number of teachers:	
a. Male	1
b. Female	6
Total.....	7
6. Value of school properties:	
a. Building and site.....	\$181,610.00
b. Furniture and equipment.....	32,732.76
Total.....	\$214,342.76

ANNUAL INCOME

1. From State funds.....	\$ 55,692.61
2. From tuition and incidentals.....	2,709.09
Total.....	\$ 58,401.70

JOHN H. CARR,
Principal.

**ALABAMA REFORM SCHOOL FOR JUVENILE NEGRO
LAW BREAKERS**

Mt. Meigs, Alabama, 1918-1919

- 1. Enrollment, 367.**
- 2. Average age of pupils, 12 years.**
- 3. Average attendance, 367.**
- 4. Number of teachers, 1 male, 2 female, total 3.**
- 5. Length of term in days, 192.**
- 6. Value of buildings and site, \$61,000.00.**
- 7. Maintenance fund, \$24,944.00.**

A. SIMMS, Principal.

DEPARTMENT OF EDUCATION

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Leadingham's Private School	Deatur	Morgan	Private	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	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DEPARTMENT OF EDUCATION

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[illegible]

*Reported with Alexander City Public Schools. †No school last year.

PRIVATE AND DENOMINATIONAL SCHOOLS (WHITE).—Continued

NAME OF SCHOOL	NUMBER OF TEACHERS					Libraries		Value of school buildings and sites	Value of equipment	RECEIPTS						
	Male		Female			Total	Number of volumes			Value	From endowment funds	Benefactions and bequests	Tuition and incidentals	From all other sources	Total Receipts	
	Elementary	Secondary	Collegiate	Elementary	Secondary											Collegiate
Academy of the Visitation				7	1	14	6000	\$ 10000	\$ 3000	\$	\$	\$ 8500	\$	\$ 8500		
Alabama Christian College		1		2	1	3	100	60	1500			3100		3100		
Alabama Masonic Home School				5		5	800	1500	5000			4000		4000		
Alabama Presbyterian College for Men		3		1	2	6	1600	1500	25000	130	3000	4650	5000	13780		
Alexander City Cotton Mill School									100000			14000		14000		
Alexander's Primary School				2		2						280		280		
Margaret Allen School				4	5	9			10							
Athenium Orphan Home				2		2	1000	1500	1000			1500	7000	8500		
Athens College for Young Women				4	4	8	6000	8000	71000	4911		10100		15011		
Baptist Collegiate Institute		2		2	3	7	250	500	30000			2848	1665	4314		
Barnes School					2	2			7500							
Berry's 9th Street School				2		2	50	20	300	50		450		450		
Birmingham Southern College		4	9			13	12000	18000	250000	7500	727	13193	33767	38487		
Blessed Sacrament Academy		1		5	6	12	400	750	135000	800		8478	75	8478		
Blessed Trinity Academy				1		1	300	500	200	20				75		
Margaret Booth School				3	7	10	1000	5000	12000	3000		9500		9500		
Cassel's Private School				1		1			30	30		593		593		
Cathedral Boys' School				2		2						328		328		
Louise Compton Seminary				3	12	15	2500		30000			32000		32000		
Convent of Mercy Academy				5	1	6	100	125	36000	500		375		375		
Downing Industrial School for Girls				2	9	11	550	1031	43320	6167	280	13405	10396	32514		
East Alabama Baptist Academy		1		1		2	70	65	2000	160		810	340	650		
Edgar School for Boys		3				3	500	1000	20000	600						
Enterprise Cotton Mill School				2		2			1000	75			1215	1215		
Eutaw Primary School				2		2				10		280		280		
Flat Rock High School		2		1	1	4	250	300	15000	150		833	2000	2833		
Frog Mountain School				1		1	30	75	800	275						
Greene University School		3				3	635	450	17000	300		4200	1350	5580		
Home High School		1			2	3	500	500	8000	75		580		580		
Howard College						11	12000	20000	10000	7360	13000	19000	5630	42830		
Immaculate Conception School				6	2	8	1800	250								
Industrial School and Gardens						6	1000	350	75000	125	9500	1500	2473	13473		
Isabel College for Girls				2	4	6	500	1500	100000	2000		3200		5200		
Judson Academy					4	4			16000							
Judson College					6	6		6500	254000	500	4953	104333	901	113743		
Knott High School		3			4	7	8400		10000		2457					
Laubenthal Company School					1	1			200	20				200		

DEPARTMENT OF EDUCATION

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*Reported with Alexander City Public Schools, "No school last year."

PRIVATE AND DENOMINATIONAL SCHOOLS (COLORED)

NAME OF SCHOOL	LOCATION	COUNTY	Denominational or Private	ENROLLMENT								Term in Days			
				MALE				FEMALE					Enrollment Grand total	Pupils	
				Elementary	Secondary	Collegiate	Total	Elementary	Secondary	Collegiate	Total			Boarding	Day
Alabama Christian Institute	Lum	Lowndes	Christian	30	3		33	41	1		42	75	17	58	160
Allen's Institute (formerly Zion)	Mobile	Mobile	Private	105	5		110	118	10		128	238		238	170
Estella Allen's School	Alex City	Tallapoosa	Private	28			29	36			36	45		65	180
Baptist Industrial Academy	Monroeville	Monroe	Baptist	37	2		39	67	6		73	112	27	85	140
Barber Memorial Seminary	Anniston	Calhoun	Presbyterian					106	15		121	121	114	7	160
Beloit Union	Beloit	Dallas	Congregational	68			60	71			71	131		131	120
Bethany Lutheran School	Nyland	Wilcox	Lutheran	29			29	23			23	52		62	119
Birmingham Baptist College	Birmingham	Jefferson	Baptist	20			64	40	101	58	194	258	20	238	160
Black Belt Normal Institute	Demopolis	Marengo	Private	138	1		139	119	4		123	262	2	260	180
A. E. Breeding's Private School	Montgomery	Montgomery	Private	19			19	8			8	27		27	180
Burrell Normal School	Florence	Laurens	Congregational	68	26		94	91	58		139	230		230	165
Calhoun Colored School	Calhoun	Lowndes	Private	136	19		155	180	24		204	369	90	269	164
Camden Academy	Camden	Wilcox	Presbyterian	102	10		112	197	34		231	348	74	269	180
Canton Bend United Presbyterian	Camden, Rt. 1	Wilcox	Presbyterian	124			124	119			119	248		248	180
Centerville Industrial Institute	Centerville	Bibb	Private	73	4		82	76	2		78	160	10	150	160
Central Alabama Institute	Birmingham	Jefferson	Methodist	49	22		71	60	34		94	165	66	99	252
Christ Lutheran Church	Neenah	Wilcox	Lutheran	40			40	88			80	120		120	121
Cotton Valley School	Fort Davis	Macon	Congregational	76	5		80	92	9		101	181		181	160
East Alabama High School	Opelika	Lee	Baptist	38	13		51	47	36		83	184	5	129	140
Emerson Normal and Indust. Inst.	Mobile	Mobile	Congregational	70	23		93	187	57		244	387		337	185
A. E. Europe's Graded School	Mobile	Mobile	Private	42	4		46	65	4		69	115		115	160
Ford's School	Selma	Dallas	Presbyterian	39			39	43			43	82		82	160
Immaculate Conception School	Birmingham	Jefferson	Catholic	44			44	114			114	158		158	160
Knox Academy	Selma	Dallas	Presbyterian	212	7		219	371	24		395	614		614	160
Kowaliga School	Renss	Tallapoosa	Private	54			64	75			75	139	1	138	60
Lincoln Normal and Indust. School	Marion	Perry	Congregational	153	21		174	212	53		265	439	30	369	165
Little Knox	East Selma	Dallas	Presbyterian				63	86	1		87	150	15	134	159
Livingston Colored Normal School	Livingston	Sumter	Baptist	60	3		63	86			87	134		134	160
Lomax-Hannon Indust. High School	Groenville	Butler	Methodist	50	30	14	94	90	57		137	231	95	136	160
Marion Baptist Academy	Marion	Perry	Baptist	15			15	48	4		47	62		62	160
Miller Memorial College	Birmingham	Jefferson	Methodist	141	32	1	174	258	140		397	571	120	451	180
Miller's Ferry Nor. & Indust. School	Miller's Ferry	Wilcox	Presbyterian	153	20		173	169	65		234	411	181	240	180
Müller Memorial	Birmingham	Jefferson	Presbyterian	125			123	159			159	318		318	175

Mobile Baptist Academy	Prichard	Mobile	Baptist	71	2	73	195	5	200	273	273	273	150
Montgomery Industrial School	Montgomery	Montgomery	Private	85		55	122		222	222	222	222	175
Mt. Calvary Lutheran School	Minerva	Dallas	Lutheran	18		18	20		122	122	122	122	143
Mt. Carmel Lutheran School	Catherine	Wilcox	Lutheran	15		15	21		20	20	20	20	159
Mt. Hebron School	Irondale	Jefferson	Private	15		15	21		21	21	21	21	180
Mt. Olive Lutheran School	Tinela	Monroe	Lutheran	28		28	32		22	22	22	22	143
North Alabama Baptist Academy	Courtland	Lawrence	Baptist	70	101	171	32	4	4	175	43	132	160
Oakwood Junior College	Huntsville	Madison	Adventist	80	25	57	40	39	79	136	136	10	150
Our Savior Lutheran School	Camden, Rt. 1	Wilcox	Lutheran	13		13	35		28	28	28	56	124
Payne University	Selma	Dallas	Methodist	126	50	175	225	100	325	500	115	385	193
Pleasant Grove	Selma	Dallas	Presbyterian										
Prairie Institute	Prairie	Wilcox	Presbyterian	58		58	79		78	137	50	57	189
Prairie Public and Indust. School	Prairie	Wilcox	Baptist	60	13	75	98	12	106	180	20	150	184
Presbyterian Parochial School	Montgomery	Montgomery	Baptist	75		75	75		75	158	3	147	180
Profile Farm School	Jacksonville	Calhoun	Private	26		26	49		49	76		76	88
St. Andrew Lutheran School	Camden, Rt. 3	Wilcox	Lutheran	22		22	28		29	51		51	112
St. Anthony's School	Mobile	Mobile	Catholic	68		68	93		93	161		161	163
St. Bernard's School	Mobile	Mobile	Catholic	56		56	100		100	166		166	163
St. George's School	Montgomery	Montgomery	Lutheran	198		198	223		223	421		421	160
St. James Lutheran School	Buena Vista	Monroe	Lutheran	30		30	46		46	76		76	114
St. John the Baptist	Montgomery	Montgomery	Catholic	58		58	49		49	102		102	215
St. John Lutheran School	Vida, Rt. 1	Autauga	Lutheran	12		12	7		7	19		19	141
St. Joseph's College	Mont'y. R. 3	Montgomery	Catholic	8	3	11	11		11	11	11	11	270
St. Patrick's Creole	Mobile	Mobile	Catholic	15		15	32		32	47		47	180
St. Paul Lutheran School	Oak Hill	Wilcox	Lutheran	59		59	82		82	141		141	143
St. Paul's Lutheran School	Tuscaloosa	Tuscaloosa	Lutheran	105		105	195		195	300		300	187
St. Peter Claver's School	Mobile	Mobile	Catholic	90		90	100		100	160		160	198
St. Peter's School	Bucks	Mobile	Catholic	23		23	17		17	40		40	270
St. Phillip's Lutheran School	Prattville	Autauga	Lutheran	50		50	111		111	191	9	182	160
Selma University	Selma	Dallas	Baptist	108	45	157	232	91	2	482	214	268	160
Sherman Industrial Institute	Huntsville	Madison	Private	83	14	97	67	17	84	161		161	144
Snow Hill Norm. & Indust. Institute	Snow Hill	Wilcox	Private	88	35	123	90	54	144	267	158	109	145
Southern Alabama Baptist College	Greenville	Butler	Baptist	20	10	33	26	12	38	71		71	160
Southern Norm. & Indust. Inst.	Brewton	Escambia	Presbyterian										
Stephen Memorial	Greensboro	Hale	Baptist	40	1	41	70	5	75	117	8	111	140
Stillman Institute	Tuscaloosa	Tuscaloosa	Presbyterian	75	29	39	125		125	206	31	8	243
Street Manual Training School	Miners	Dallas	Private	116	111	38	265	163	36	561	211	198	210
Talladega College	Talladega	Talladega	Congregational	67		67	88		89	158	6	150	238
Thomas Institute	Thomas	Marion	Baptist	50	7	57	90	18	108	165	37	128	120
Thomasville Normal School	Thomasville	Clarke	Baptist	85	18	113	112	35	147	260		260	149
Trinity School	Athens	Limestone	Congregational	100	65	155	120	55	175	340	120	220	180
Union Springs Normal School	Union Springs	Bullock	Baptist	38		38	120		130	208		208	184
Williams School	Bessemer	Jefferson	Private	8		8	7		7	15		15	169
Young's Private School	Fair Hope	Baldwin	Private	8		8	7		7	15		15	169
Totals				4732	824	715627	7160	1851	923648	14170	2060	12110	165

*Reported with Knox Academy. †No school last year.

PRIVATE AND DENOMINATIONAL SCHOOLS—COLORED

NAME OF SCHOOL	AVERAGE AGE						AVERAGE ATTENDANCE						NUMBER OF GRADUATES					
	Male			Female			Male			Female			Male			Female		
	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate
Alabama Christian Institute	12	17		13	17		15	2		24	1		42					
Allen's Institute	10	16		10	16		38	4		92	8		190			6		
Estelle Allen's School	14			12			20			25			45			6		
Baptist Industrial Academy	13	14		12	16		32	2		66	5		104			8		
Barbour Memorial Seminary	13			16	18					100	12		112			14		
Beloit Union	12			11			43			46			88	1				
Bethany Lutheran School	10			11			14			10			24					
Birmingham Baptist College	10	12	19	11	14	17	19	20	8	20	50	45	153	1		14		
Black Belt Normal Institute	10	16		9	16		115	1		100	4		220	1		4		
A. E. Breeding's Private School	8			8			6			2			9					
Burrell Normal School	14	18		13	15		48	20		65	50		183	1		3		
Calhoun Colored School	15	18		13	18		120	17		144	22		303	2		2		
Camden Academy							50	9		80	32		172	11		11		
Canton Bend United Presbyterian	10			11			39			31			170					
Centerville Industrial Institute	10	17		12	16		55	2		53	2		113	4		2		
Central Alabama Institute	16	18		15	18		44	15		56	25		140			9		
Christ Lutheran Church	12			12			14			30			44			2		
Cotton Valley School	10	15		10	17		55	4		70	7		156	2		6		
East Alabama High School	10	13		9	14		30	11		39	35		105			3		
Emerson Normal and Industrial Institute	12	17		12	17		56	26		160	54		282	6		11		
A. E. Europe's Graded School	12	16		12	17		30	3		48	3		84	4		4		
Ford's School	10			11			30			31			61					
Immaculate Conception School	10			10			32			33			115					
Knox Academy	11	16		10	17		119	6		179	19		323			5		
Kowaliga School	11			11			20			24			44					
Lincoln Normal and Industrial School	9	15		8	16		118	15		150	36		319	4		15		
Little Knox																		
Livingston Colored Normal School	12	16		14	16		50	2		70	1		123	1		4		
Lomax Hannon Industrial High School	15	15	19	13	16		24	28	10	55	50		175	2		7		
Marion Baptist Academy	10			12	15		11			30	3		44					
Miles Memorial College	12	16	18	11	18	18	90	20	1	128	100	1	250	1		4		

PRIVATE AND DENOMINATIONAL SCHOOLS (COLORED)

NAME OF SCHOOL	NUMBER OF TEACHERS						Libraries	Value of school buildings and sites	Value of equipment	RECEIPTS				
	Male			Female						From endowment funds	Benefactions and bequests	Tuition and incidentals	From all other sources	Total Receipts
	Elementary	Secondary	Collegiate	Elementary	Secondary	Collegiate	Number of volumes								Value
	Total													
Alabama Christian Institute							600	\$ 450	\$ 600			\$ 344	\$ 2137	\$ 2481
Allen's Institute		1		3	2				500			500	300	1200
Estella Allen's School				1	1				100					500
Baptist Industrial Academy		1		1	1				250			652	787	1439
Barber Memorial Seminary				7	3		2000	400	4000			5594	163	5752
Beloit Union	1			4	4		20	50	200		1247	82		1246
Bethany Lutheran School				1	1				300		231	39		279
Birmingham Baptist College		4	2	2	4	1	25	75	30000		2900	600		2500
Black Belt Normal Institute	2			3					500			524		524
A. E. Breeding's Private School				1					50			225		225
Burrell Normal School		1		5	2		600	400	2000			1200	3800	5000
Calhoun Colored School		6		8	11		4176	3081	54800	5350	52047	3623	3535	64695
Camden Academy		2		6	1				600			350	3300	3650
Canton Bend United Presbyterian	1			5					200			200	2150	2350
Canterville Industrial Institute		1		3			475	750	5000	750		150	1500	1650
Central Alabama Institute	1	2		3	3		1000		3000		5556	1132	5487	12175
Christ Lutheran Church	1			1					300		485	55		540
Cotton Valley School	1			2	1		250	500	2000	300		320	350	570
East Alabama High School		1		1	1		300	350	2500	106	35	187	34	254
Emerson Normal and Industrial Institute		2		3	6		900	900	5400		150	2693	3520	6463
A. E. Europe's Graded School				2								320		320
Ford's School	1			1			900	90				105	120	225
Immaculate Conception School				2					500		369	254		614
Knox Academy				14	4		300	75	12000		4090	2600		7000
Kowalliga School	2	1		3			1000	250	4150	3852		125	215	4198
Lincoln Normal and Industrial School		1		11	4		1000	500	3000		500	1400	8000	10900
*Little Knox														
Livingston Colored Normal School		1		3			50	30	6000	400		75	867	932
Lomax-Hannon Industrial High School	2	4		2	3		560	618	50000		2232	6198		7439
Marion Baptist Academy				2					350			185	36	231
Misses Memorial College		3	2	5	1		320	350	7000	4000		4814	3423	8453
Miller's Ferry Normal and Industrial School	2	4		13	2		500	300	8000	9000	1300	1100	24000	26300
Miller Memorial	1			5					300		1300	339	6	1884

DEPARTMENT OF EDUCATION

249

School	No.	Males	Females	Total
Mobile Baptist Academy	1	—	—	0
Montgomery Industrial School	—	—	—	0
Mt. Calvary Lutheran School	1	—	—	0
Mt. Carmel Lutheran School	—	—	—	0
Mt. Hebron School	—	—	—	0
Mt. Olive Lutheran School	—	—	—	0
North Alabama Baptist Academy	1	—	—	0
Oakwood Junior College	2	—	—	0
Our Savior Lutheran School	—	—	—	0
Payne University	—	—	—	0
Pleasant Grove	—	—	—	0
Prairie Institute	2	—	—	0
Prairie Public and Industrial School	2	—	—	0
Presbyterian Parochial School	1	—	—	0
Profile Farm School	1	—	—	0
St. Andrew Lutheran School	1	—	—	0
St. Anthony's School	—	—	—	0
St. Bernard's School	—	—	—	0
St. George's School	1	—	—	0
St. James Lutheran School	1	—	—	0
St. John the Baptist	—	—	—	0
St. John Lutheran School	—	—	—	0
Joseph's College	1	—	—	0
Patrick's Orphan	—	—	—	0
Paul Lutheran School	2	—	—	0
Paul's Lutheran School	1	—	—	0
Peter Claver's School	—	—	—	0
Peter's School	1	—	—	0
Phillip's Lutheran School	1	—	—	0
Selman University	1	—	—	0
Sherman Industrial Institute	2	—	—	0
Snow Hill Normal and Industrial Institute	—	—	—	0
Southern Alabama Baptist College	—	—	—	0
Southern Normal and Industrial Institute	—	—	—	0
Stephen Memorial	—	—	—	0
Stillman Institute	2	—	—	0
Street Manual Training School	—	—	—	0
Talladega College	6	7	10	17
Thomason Institute	1	—	—	0
Thomsonville Normal	1	—	—	0
Trinity School	—	—	—	0
Union Springs Normal School	—	—	—	0
Williams School	—	—	—	0
Young's Private School	—	—	—	0
Total	41	78	19,347	8,491

*Reported with Knox Academy. †No school last year.

**ANNUAL REPORT OF THE STATE BOARD OF EXAMINERS FOR TEACHERS FOR YEAR ENDING
SEPTEMBER 30, 1919**

	Total Number of Applicants	CERTIFICATES ISSUED						Total Rejected	Per Cent Passed	Per Cent Rejected
		Life	First	Second	Third	Total				
December 16-18, 1918:										
Examinations—										
White	1,098	14	7	130	396	547	551	50	50	50
Colored	602	1	1	45	232	279	323	46.3	46.3	53.7
Validations—										
White	507		269	198	40	507				
Colored	15		5	7	3	15				
Extensions—										
White	106		15	63	28	106				
Colored	34		1	10	23	34				
Certificates by Graduation—										
White	126		126			126				
Colored	0		0			0				
Emergency Certificates—										
White	44		5	15	24	44				
Colored	1		0	0	1	1				
Total	2,533	15	429	468	747	1,659	874	48.6	48.6	51.4

April 21-23, 1919:											
Examinations—											
White	1,657	35	12	189	346	582	1,075	35.	65.		
Colored	762	1	1	44	259	305	457	40.	60.		
Validations—											
White	47		33	14	0	47					
Colored	3		1	1	1	3					
Extensions—											
White	59		10	31	18	59					
Colored	33		0	6	27	33					
Certificates by Graduation—											
White	245		245			245					
Colored			0								
Emergency Certificates—											
White	8		1	2	5	8					
Colored	1		0	0	1	1					
Total	2,815	36	303	287	657	1,283	1,532	36.7	63.3		
July 21-23, 1919:											
Examinations—											
White	1,969	60	39	359	323	781	1,188	40.	60.		
Colored	941	0	0	51	319	370	571	39.	61.		
Validations—											
White	201		169	30	2	201					
Colored	7		2	5	0	7					

ANNUAL REPORT OF THE STATE BOARD OF EXAMINERS FOR TEACHERS FOR YEAR ENDING

SEPTEMBER 30, 1919—Continued

	Total Number of Applicants	CERTIFICATES ISSUED					Total Rejected	Per Cent Passed	Per Cent Rejected
		Life	First	Second	Third	Total			
Extensions—									
White	213		36	126	51	213			
Colored	76		1	15	60	76			
Certificates by Graduation—									
White	157		157			157			
Colored	2		2			2			
Emergency Certificates—									
White	2		0	1	1	2			
Colored			0	0	0	0			
Total	3,568	60	406	587	756	1,809	1,759	39.5	60.5
Report for 1918-1919:									
Examinations—									
White	4,724	109	58	878	1,065	1,910	2,814	40.4	59.6
Colored	2,305	2	2	140	810	954	1,351	41.3	58.7

Category	White	Colored	Extensions—	White	Colored	Certificates by Graduation—	White	Colored	Emergency Certificates—	White	Colored
Validations—	755	25		471	242	42	755				
White				8	13	4	25				
Colored											
Extensions—											
White	378			61	220	97	378				
Colored	143			2	31	110	143				
Certificates by Graduation—											
White	528			528			528				
Colored	2			2			2				
Emergency Certificates—											
White	54			6	18	30	54				
Colored	2			0	0	2	2				
Total	6,439	2,477	109	1,124	1,158	1,234	3,625	2,814	56.3	43.7	
White											
Colored											
Grand total	8,916	111		1,138	1,342	2,160	4,751	4,165	53.3	46.7	

FINANCIAL STATEMENT OF THE BOARD OF EXAMINERS.

Fees, validations, extensions, etc.	\$ 2,746.50
Fees—December, April and July examinations	9,489.42
	<hr/>
Total	\$12,235.92

Expenses.

Salaries of Board of Examiners	\$ 3,600.00
Expenses, conducting examinations	2,551.65
Other expenses	3,905.79
	<hr/>
Total	\$10,057.44
Net income for the year	2,178.48
	<hr/>
Total	\$12,235.92

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(For "Index of General Statement of Superintendent of Education,"
pp. 7-154, see pp. 3-4.)

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DEPARTMENT OF EDUCATION
STATE OF ALABAMA

ANNUAL REPORT



1920



**DEPARTMENT OF EDUCATION
STATE OF ALABAMA**

ANNUAL REPORT

FOR THE

SCHOLASTIC YEAR ENDING SEPTEMBER 30, 1920



PART I.

JOHN W. ABERCROMBIE,
State Superintendent of Education

STATE BOARD OF EDUCATION

Governor Thos E. Kilby

Mrs. T. G. Bush	Dr. D. T. McCall	L. B. Musgrove
A. H. Carmichael	Dr. R. H. McCaslin.	A. L. Tyler

Supt. John W. Abercrombie, Executive Secretary.

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To His Excellency,
THOMAS E. KILBY,
Governor of Alabama.

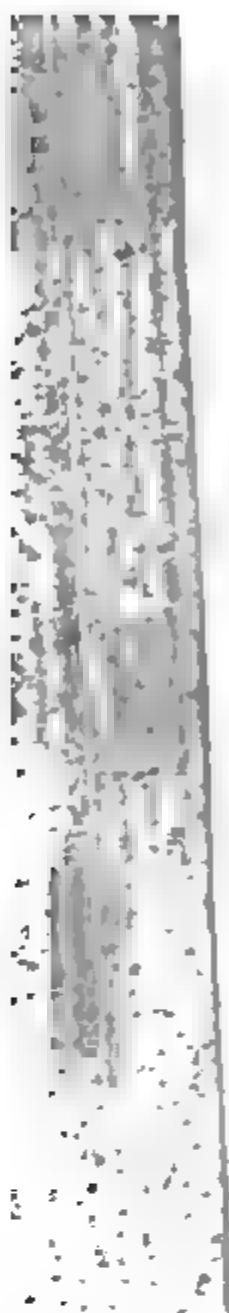
SIR: By direction of the State Board of Education I submit herewith the annual report of the State Department of Education for the scholastic year ending September 30th, 1920. The report meets the provisions of the statute which require its submission and publication.

In this connection, permit me again to express my deep appreciation of the high compliment paid me by the appointment which recalled me to educational service in Alabama. No greater honor could have been conferred upon me.

Respectfully submitted,

A handwritten signature in dark ink, reading "John H. Abernethy". The signature is written in a cursive style with a large, looping initial "J".

Superintendent.



GENERAL STATEMENT.



IN THE matter of education the past year has been a significant one for Alabama. Progress has been marked along many lines. This progress has been made possible in large measure by recent legislative enactments, particularly the adoption of the new school code which became effective September 26th, 1919.

The most recent movements in education relate to the reorganization of state and county administration and supervision, the revision of courses of study, the improvement of teacher training, the promotion of vocational training and rehabilitation, the consolidation of schools and transportation of pupils, the finding of new sources of revenue, etc. The new code places Alabama in the front rank in regard to many of the accepted new movements. In fact, excepting the inadequacy of financial support, our school system is now conceded by students of education to be abreast of the best of educational thought and practice.

An impetus which promises a rapid growth toward standards of which the most critical may be proud resulted during the year from the reorganization of the school system along the lines authorized by the new code. The enactment of the new code, the result of investigations made by the Educational Commission which was appointed at the suggestion of former Superintendent Spright Dowell, has made Alabama a focus for the attention of students of education throughout the United States. No finer achievement could mark the career of a state superintendent.

It is not to be expected that within so brief a period the results which may be predicted from the adoption of the new code could have made themselves fully felt. The year was one of confusion and depression growing out of reaction from the hysteria of war. The statistics of the schools

and the statements of school officials from all parts of the State indicate, however, that splendid progress was made and that even greater progress is certain in the near future.

This report will take up briefly:

1. The striking facts presented by public school statistics for the year.

2. A statement of the work which has been undertaken and accomplished by the State Board of Education and the reorganized State Department of Education.

SCHOOL FUNDS.

Fortunately the total of all funds available for school support in 1919-20—state, county and district taxes; state appropriations, including appropriations to county high schools and state secondary agricultural schools; Federal funds for vocational education; incidental and matriculation fees; and local contributions—increased from \$7,610,830 in the previous year to \$9,751,172. Otherwise in the face of increases in teachers' salaries, cost of building materials and labor, and expense of operation and maintenance of school plants growing out of post-war conditions, it would have been impossible to maintain the school term at its usual length. The expenditure per pupil enrolled was 23 p. c. greater for rural schools and 18 p. c. greater for city schools than in the previous year. The fact that every county but one was collecting the county tax and that districts within these counties which embraced property representing 20.3 p. c. of the total valuation of the state were also collecting the district tax proved the salvation of the schools in a year of abnormally high prices even as compared with the difficult years just preceeding.

POPULATION.

The school census of 1920 shows a total population between the ages of seven and twenty-one of 772,276—an in-

crease of 8 p. c. over the census of 1910. Of this number 465,381 were white and 306,895 were colored. The white population of school census age increased 19 p. c. and the colored population decreased 5 p. c. during the 10-year period.

The school census for 1920, however, abounds with gross inaccuracies. For instance, it shows only 57.1 p. c. as many white children of age seven as of age six, and only 28.4 p. c. as many colored children of age seven as of age six. If this were true, it would mean that approximately one white child out of two either died or left the State between the ages of six and seven, and that three colored children out of every four either died or left the State between these ages. Throughout the various ages reported by the census inconsistencies appear. For instance, more eight year old children are reported than seven year old, more nine year olds than eight year olds, etc.

The apportionment of public school funds is based on the returns of this census, taken biennially in the even numbered years. If the census is not accurate, the apportionment cannot be made equitably. It is obvious that the method of taking the school census should be changed.

ENROLLMENT.

In 1919-20 the enrollment in the public schools, including the county high schools and State secondary agricultural schools, increased 30,000 over the enrollment of the previous year. This offsets a decrease of 12,000 which occurred in 1918-19 as the result of abnormal conditions and shows a healthy growth in the drawing power of the schools.

The enrollment for the white elementary schools was 367,645, and for the white high schools 33,752. The enrollment for colored elementary schools was 166,753, and for colored high schools 1,595.

The total white enrollment for 1920 was 86 per cent. of the school census for whites; in 1915 it was 82 p. c. For

the colored schools the total enrollment in 1920 was 55 p. c. of the school census; in 1915 it was 45 p. c. of the school census. In other words, four more white children out of every hundred were in school last year than were in school in 1915, and 10 more colored children than in 1915. This increase in enrollment, it should be noted, was not made at the expense of the private schools which show a rate of growth closely paralleling that of the public schools.

ATTENDANCE.

The attendance in the white elementary schools for 1919-20 was 238,720, for the white high schools, 24,519; for the colored elementary schools, 102,757, and for the colored high schools, 1,211. Of the white elementary school enrollment, 64.9 p. c. was in attendance during the year, an increase of 4 p. c. over 1918-19. In the white high schools 72.6 p. c. of the enrollment was in attendance, an increase of 3.8 p. c. over the previous year. In the colored schools where the compulsory attendance law was not so well enforced, no such increases were noted, the per cent of attendance in the colored elementary schools being the same for 1919-20 as for the previous year and in the colored high schools showing a slight falling off.

TERM

The average length of the term for 1919-20 in white rural schools was 123 days, in white city schools, 174 days. The average term in colored rural schools was 87 days, in colored city schools, 170 days. The five-year period ending in 1920 shows a slight increase in the length of term of the rural schools, both white and colored, and a slight decrease in the length of term of the city schools.

Increased enrollment and attendance, together with necessary increases in the number of teachers, teachers' salaries and other operating expenses during the war period,

so completely absorbed the increases in school funds over this five-year period as to make any large increase in the length of term impossible. With return to normal conditions a longer term may be expected, particularly in the rural schools, provided the funds available for these schools are not curtailed and keep pace with the increase in population.

The increases in State school funds which will result from the recent increases in tax assessments should, when available, overcome the increase in operating expenses incident to war and post-war conditions. That increase will be available for the scholastic year 1921-22.

NUMBER OF TEACHERS.

In spite of the serious teacher shortage which existed during the past year, the reports of the local school officers show that there were 9,888 white teachers and 2,670 colored teachers employed in the public schools in 1919-20. This is an increase of 510 white teachers and 123 colored teachers over the previous year. The apparent discrepancy between the reported teacher shortage and this increase in the number of teachers employed is to be explained in part by the fact that about 1500 provisional or emergency certificates were granted without requiring the usual evidences of qualification for teaching. In other words, practically one teacher out of every eight who taught during the year held the position by virtue of the fact that a poorly prepared teacher was deemed better than no teacher. It is further explained by the increases in enrollment and attendance.

SALARIES OF TEACHERS.

Salary payments for 1919-20 to the teachers of the State totaled \$6,030,605 as compared with \$4,905,018 for the previous year. This was an increase of nearly 23 p. c. The average salary paid to white male teachers in rural schools was \$630, to white female teachers in rural schools, \$430.

These salaries, small as they were, represented an increase of 34 p. c. and 39 p. c. respectively over the salaries of 1918-19, and of 65 p. c. and 41 p. c. respectively over the salaries of 1915.

The salaries for white teachers in city schools averaged \$1,481 for men and \$762 for women. These represented increases respectively of 10 p. c. and of 9 p. c. over the salaries of 1918-19 and of 10 p. c. and 28 p. c. over the salaries of 1915.

The average salaries of white teachers for the entire State were \$723 for men and \$494 for women, representing increases respectively of 63 p. c. and of 35 p. c. over the salaries of 1915.

The average salaries of colored teachers in rural schools were \$206 for male teachers and \$167 for female teachers. In the case of male teachers this represents an increase of 16 p. c. over the salaries of 1918-19 and of 28 p. c. over the salaries of 1915. In the case of female teachers it represents a decrease of 7 p. c. over the salaries of 1918-19, but an increase of 37 p. c. over the salaries of 1915.

Negro teachers in city schools received average salaries of \$635 for males and \$407 for females. In both cases this represented a 5 p. c. increase over the salaries of 1918-19. It represented increases respectively of 46 p. c. and of 32 p. c. over the salaries of 1915.

The average salaries for negroes for the entire State were \$253 for males and \$212 for females. This was an increase of 14 p. c. over the salaries of 1918-19 for male teachers, but a decrease of 5 p. c. over the salaries of 1918-19 for female teachers. It was an increase of 50 p. c. for male teachers and of 39 p. c. for female teachers over the salaries of 1915.

CERTIFICATES HELD

The teaching force of the State was greatly disorganized by the World War. The standard of qualifications was

materially lowered. Conditions are gradually returning to normal and it is to be expected that the change will be reflected in the qualifications of teachers.

The table given below shows the percentage distribution of teachers' certificates for 1918-19 and for 1919-20.

	WHITE				COLORED			
	Rural		City		Rural		City	
	1918 -19	1919 -20	1918 -19	1919 -20	1918 -19	1919 -20	1918 -19	1919 -20
Life	10	8	32	26	3	3	9	9
First	22	23	37	40	1	2	6	7
Second	38	37	24	25	20	20	50	52
Third	30	32	7	9	76	75	35	32

PUBLIC SCHOOL PROPERTY

White school property including buildings and sites in use in 1919-20 was valued at \$14,660,461. This represented a 26 p. c. increase over 1918-19 and a 63 p. c. increase over 1915.

Colored school property was valued at \$1,835,261, an increase of 38 p. c. over 1918-19 and of 152 p. c. over 1915.

The teaching equipment in use in white schools was valued at \$272,324, an increase of 16 p. c. over 1918-19. Colored equipment was valued at \$24,984, an increase of 13 p. c.

STATE DEPARTMENT OF EDUCATION.

Among the progressive measures embodied in the new School Code was that providing for the reorganization of the State Department of Education. The services which the department can render to local school officials have been greatly extended through the greater opportunity which has been given to aid the school by co-operation in the solution of problems, by co-ordination of educational activities, by investigation of school needs, and by publicity directed towards school betterment.

During the year the staff of experts who are to direct the several divisions of the department authorized by the new code have been secured with one or two exceptions, and the department has been launched on its new program of greater service.

The reports of the several divisions follow:

DIVISION OF TEACHER TRAINING.

Complying with the law this division has held an institute for white teachers in every county of the State during the past year. In addition to the members of the staff, other persons were temporarily employed for this service. Emphasis was placed in these institutes on a study of the provisions of the new School Code. An attempt was made to familiarize the teachers, so far as the short time permitted, with the new requirements in the matter of organization and administration. All teachers of the State, with very few exceptions due to illness or other satisfactory causes, attended these institutes. Along with the study of the school laws has been carried on a very definite program of training teachers in service through professional study in group meetings under the direction of the county or city superintendents or leaders selected by them.

Institutes were held in 39 counties for the negro teachers. There was not a sufficient number of teachers in the remaining 28 counties to justify the holding of a separate institute. However, teachers residing in these counties were expected to attend institutes in the nearest county in which one was held.

The professional study work organized in connection with the institute was participated in by more than 5000 teachers. Completion of the course as outlined entitled the teacher to the extension of his certificate for one year. Six hundred eighty-five reading circle certificates were issued to those who passed the examination given at the close of the reading circle year in April.

The reading circle work for the negroes was not organized in time to be of any great service during the school term. A very small number applied for reading circle certificates. It will undoubtedly be wise to consider the advisability of offering a somewhat differentiated type of professional work for the training of negro teachers in service from that offered to the white teachers in view of the facts that the majority of the negro schools are in session for a period of less than five months, and that many of their problems are radically different from those of the white teachers.

The certification of teachers as provided in the new School Code has become an integral part of the teacher training program of the State and every effort has been made to place this work on a strictly professional basis. Though the examinations afford a rather meager opportunity for presenting a professional point of view to those who are seeking to enter the work of teaching through this channel, careful attention has been given to the preparation of the questions to the end that they would not only elicit evidence of the applicant's academic scholarship but at the same time reveal his professional training and interest in the work which he proposes to undertake. The prospective applicants are required in making preparation for the examinations to study a number of carefully selected professional texts. More than 6000 applicants wrote the examinations.

Certificates issued in other states were validated to the number of 670. Professional reading circle certificates and the completion of approved courses in summer schools were made the basis for extending 870 teachers' certificates. A total of 347 certificates was issued to graduates of institutions offering approved courses for the training of teachers. Due to unprecedented shortage of teachers, county and city superintendents were forced to ask the Department to issue provisional certificates. Sixteen hundred of these certificates were issued to applicants who were holders

of expired certificates issued by the State Board of Education and to graduates of accredited high schools and institutions of higher learning. A grand total of 10,066 applications was considered and 6,247 certificates were granted.

Complying with the instructions of the Superintendent, members of the staff in the Division of Teacher Training, Certification and Placement gave several months' time and investigation to the study of problems arising out of the necessity for new courses of study in keeping with the provisions of the new Code.

In spite of the effort to complete this work in the early spring it was found that it would require so much time as to make inadvisable the textbook adoption which had been contemplated. It is hoped that it will be possible to complete tentative drafts of the courses in sufficient time to have them in the hands of the school authorities for their guidance during the year 1921-22 in carrying out the reorganization of the schools as required under the law.

A committee of representatives from the State Department and the normal schools was assigned the task of revising the course of study as offered in these institutions in view of the changes that had been made in the school laws which necessitated several radical revisions in the organization and administration of the schools. The committee recommended discontinuance of the freshman and sophomore years, which were practically the last two years of the regular high school and submitted for consideration a pre-normal course covering two years which is of secondary character, with limited time given to professional training but which can only be offered to persons holding teachers' certificates issued on the basis of examinations or to mature persons whose academic training is equivalent to that required for taking the teachers' examination. In 1919, 1920 and 1921 no person under 17 years of age can enter this course. Thereafter no person under 20 years of age is to be permitted to enter this course.

As to the revision of the regular two-year normal school course for students who are high school graduates, the committee asked that this work be continued as unfinished business to be completed during the coming school year. The pre-normal course as recommended by the committee was adopted by the State Board of Education and the suggestion for revision of the regular normal school course was accepted and will be taken up for further consideration during the next scholastic year.

In order to make still further provision for the training of teachers in service, advantage was taken of the law which permits the state normal schools to offer extension courses in co-operation with the teacher-training division of the Department of Education. Each of the Class A normal schools appointed a director of extension work. A program was prepared by these directors in co-operation with the representatives of the State Department of Education which provides for extension-study-center group work, supervision of reading circle courses, assistance to superintendents in preparing plans and instructional aids to teachers in service. Special emphasis was placed on the extension study work for which credit is given in the institution furnishing the instructor. It is anticipated that this work will be accepted by other institutions offering teacher-training courses. A program of extension work as outlined by the committee and approved by the State Board will be made the basis of extensive activities during the coming year.

A very important service has been provided during the year through the Placement Bureau. This represents the realization of the efforts of a number of our leading educators who have been urging some plan of bringing employing authorities and teachers together through an agency in the Department of Education.

During the current year superintendents and employing authorities have made use of this Bureau to such an extent as to justify the wisdom of those who conceived the idea

of its organization. Through this agency more than 300 teachers have been satisfactorily placed.

In accordance with the provisions of the law the elementary school division has been co-ordinated with the division of teacher-training. This has been peculiarly helpful in preparing the elementary course of study, the revision of the courses of study for the normal schools, planning for the professional reading circle work and extension activities of the normal schools.

The supervision of elementary instruction in the State is one of the most important problems which demand the attention of the school officials. It will not be possible for many years to provide a sufficient number of teachers properly trained before they enter the schoolroom. Hence the importance of having an intelligent, sympathetic, well trained supervisory force to give direction and help to the teachers. In order to encourage this work the State Board of Education authorized the expenditure of not less than \$250 nor more than \$500 per county out of the revolving fund, as an aid to the several county boards of education in the employment of supervisors. The general direction of this work in the several counties of the State will require a large part of the time of the teacher-training staff during the coming year.

DIVISION OF STATISTICS.

Establishment of an organ of the State Board of Education, "Alabama School Progress," as authorized by the School Code, was one of the first accomplishments of the division of statistics after its organization in December. The first issue of this paper appeared in March. On April 3 it was made the official organ of the Alabama Education Association. It is already being used as an example of progressive educational propaganda at Columbia Teachers' College, Harvard and Chicago University. The State Board

of Education authorized the extension of its circulation at a nominal fee not to exceed the actual cost of publication beginning with the September issue.

The statistical division has also assisted in preparing an index to the school code, the 1919 Annual Report, the State Plan for Vocational Education and the Manual of Physical Education.

The purely statistical activities of the bureau have been: the preparation of forms and blanks necessary to put the new code into effect, revision of old forms to bring terminology into agreement with the usage of the Federal bureau of education, direction of the biennial school census, direction and interpretation of standard tests in arithmetic in five city school systems, and preparation of a uniform system of bookkeeping in accordance with modern school accounting standards to be used during the coming year by the county superintendents of education.

DIVISION OF SECONDARY EDUCATION.

The Division of Secondary Education was organized in October, 1919, with the appointment of L. H. King as supervisor of secondary education. R. C. Holl was appointed assistant supervisor and began service on January 1, 1920. Mr. King's service continued until June 1, 1920, when he resigned to accept appointment as professor of secondary education at the University of Alabama. Mr. Holl resigned in September, 1920, in order to return to Harvard University to complete graduate study at that institution. W. L. Spencer began work as supervisor on August 1, 1920.

Much routine and office work was involved in collecting information about the secondary schools of the State, in preparing courses of study, lists of equipment and library lists, and in other details of administration and supervision, but the main problems of the Division have had to do with the supervision of county high schools and the preparation

of the list of accredited high schools in the State. The greatest possible attention was given to field work. The magnitude of this work is shown by the fact that Mr. King and Mr. Holl spent 190 days in the field, traveled 18,593 miles, made 193 visits to high schools, observed the work of 938 classes and held 106 group conferences with principals and teachers.

In the supervision of the county high schools, at least two visits were made to practically every county high school in the State. Plans for the development of the school grounds, for the improvement of the buildings, for re-directing school work towards the needs of the community and for the supervision of class-room instruction were suggested in many cases and their application facilitated. During the Christmas holidays a conference of the principals of the county high schools was held at Montgomery when policies and problems were discussed in a very profitable way.

Standards for accreditation of high schools to the higher institutions of the State were set up through the co-operation of this Division and representatives of the higher institutions of the State. A list of 149 accredited schools was prepared.

Some progress has been made in developing a junior high school course of study and assisting communities which are desirous of putting in the junior high school. Possibly no changes in the educational organization of the State which were suggested by the recent Survey Commission have greater possibilities or promise for educational improvement than their recommendation of the 6-3-3 organization. But its introduction must be gradual. This Division is convinced that the junior high school should be developed in Alabama to the utmost, but without haste and with much careful and deliberate planning and counsel.

DIVISION OF PHYSICAL AND HEALTH EDUCATION

The Division of Physical and Health Education was organized by the appointment of a director on March 1, 1919. The director at once began the preparation of a manual of physical and health education. This manual went to press on August 1 of that year.

During the summer session all teacher-training institutions in the State gave courses based on this manual.

The director of this Division attended institutes during the month of September for the purpose of advising the teachers in regard to the State program of physical and health education.

In co-operation with the State Department of Health the division has formulated a plan for the physical examination of school children.

The following counties were selected and agreed to carry out the program in 1919-20: Coffee, Conecuh, Dallas, Mobile, Montgomery, Pike, Jefferson, Talladega and Cullman.

DIVISION OF VOCATIONAL EDUCATION.

The State Vocational Educational Law drawn in conformity with the Smith-Hughes Federal Act is administered by the State Board of Education through the Department of Education, the State Superintendent being the executive officer. The work is under the immediate direction of a State Director who qualifies as a supervisor of agriculture. He gives two-thirds of his time to supervision and one-third to general administrative duties. Each branch of the work is headed by a supervisor who devotes three-fourths of his time to field work. Supervisors are assisted in the work of training teachers in service by the teacher-trainers of the several teacher-training institutions.

Federal and State aid is given for the following types of instruction: (a) teacher-training, (b) teaching of agri-

culture, (c) teaching of trades and industries, including home economics.

The Smith-Hughes Federal Act prescribes that Federal funds shall be matched by local funds. The Legislature of Alabama on September 30, 1919, accepted the provisions of the Federal Act and appropriated funds to match the Federal appropriation. The funds thereby made available were as follows:

FEDERAL FUNDS.

Teaching Agriculture	\$ 35,819.70	
Teaching Trades and Industries and Home Economics.....	8,758.83	
Teacher-training	20,994.61	\$ 65,573.14

STATE FUNDS.

This fund is expended under regu- lations set up by the State Board and is used to further the three types of training in the State.....	\$ 66,000.00
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Total available funds\$121,573.14
These funds were expended as follows:

FEDERAL FUNDS.

Teaching of Agriculture.....	\$ 29,415.80	
Teaching of Trades and Industries and Home Economics	6,776.28	
Teacher-training	18,480.29	\$ 54,672.37

STATE AND LOCAL FUNDS

Teaching of Agriculture.....	\$ 36,808.80
Teaching of Trade and Industries and Home Economics.....	8,939.63

Teacher-training	19,027.90	\$ 64,776.33
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Total Federal, State and Local Funds expended	\$119,448.70
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Schools, departments and classes, with number of each and total enrollment follow:

Agricultural Department: Departments of agriculture were maintained during the Federal fiscal year ending June 30 in 29 centers for whites and seven centers for negroes. The total enrollment of pupils was 736 and the number of teachers 36.

Trades and Industries: Trades courses maintained during the year, classified according to kind, with number of schools or classes and enrollment, are as follows:

(a) Evening trade or industrial schools, eighteen for whites and two for negroes, with 25 teachers and a total enrollment of 432.

(b)) Part-time trade schools, seven for whites with twelve teachers and an enrollment of 121 pupils.

(c) All-day trade schools, four for whites with seven teachers and an enrollment of 50 pupils.

(d)) Part-time general continuation schools, six for whites with seven teachers and enrollment of 243 pupils.

The force of instructors employed for all trade schools and classes numbered 51 and the total number of pupils was 846.

Home Economics Department: Because of the limited amount of Federal funds for the maintenance of home economics departments only a limited number of schools were aided during the year. The number of white schools being four; negro schools, five. The total enrollment was 255. The work was carried on by nine teachers.

Teacher Training: Courses were maintained for the training of teachers at the following institutions:

<i>Race</i>	<i>Subject</i>	<i>Institution</i>	<i>Enrollment</i>	<i>Number Teachers</i>
White	Agriculture.....	Alabama Polytechnic Inst.	63	3
White	Trades and Industries.....	University of Alabama.....	33	7
White	Home Economics	Ala. Tech. Inst. & College.	19	8
Negro	Agriculture.....	Tuskegee Institute	17	2
Negro	Trades and Industries.....	Tuskegee Institute	30	1
Negro	Home Economics	Tuskegee Institute	60	3
Total enrollment			222	24

Special short courses of instruction, designed to prepare the teachers employed for the fiscal year July 1, 1919-June 30, 1920, were given at Auburn, Montevallo, University and Tuskegee Institute. These summer schools afforded the supervisors and teacher-trainers an excellent opportunity to acquaint the teachers with methods of instruction and the special problems they would encounter in their work.

The following tables give figures which show the growth of vocational education in Alabama during the three fiscal years since the introduction of the work. They do not include the work now in operation in the State which was begun with the present fiscal year July 1, 1920.

<i>Year</i>	<i>Type of Work</i>	<i>Federal, State Local Funds Expended</i>	<i>No. of Classes and Depart- ments</i>	<i>Teachers Employed</i>	<i>Enrollment</i>
1917-18	Agriculture	\$ 9,700.00	13	13	324
1918-19	Agriculture	38,282.70	27	27	406
1919-20	Agriculture	66,224.60	40	36	686
1917-18	Trades & Industries.....	2,482.58	9	17	195
1918-19	Trades & Industries.....	8,178.75	18	26	311
1919-20	Trades & Industries.....	10,807.86	37	51	540

		<i>Federal, State Local Funds Expended</i>	<i>No. of Classes and Depart- ments</i>	<i>Teachers Employed</i>	<i>Enrollment</i>
1917-18	Home Economics	250.00	1	1	14
1918-19	Home Economics	2,005.22	3	3	49
1919-20	Home Economics	4,908.05	9	9	255
1917-18	Teacher Training	7,184.07	5	*20	90
1918-19	Teacher Training	16,845.10	6	*27	198
1919-20	Teacher Training	37,508.20	6	*28	222

*Very few of these teachers gave full time to teacher-training.

DIVISION OF EXCEPTIONAL EDUCATION.

The adult schools gave 2940 practically illiterate people six weeks of schooling at an average expenditure of \$1.96 per pupil during the school year 1919-20.

To stimulate activity in the removal of adult illiteracy in counties where there are large numbers of white children and meager public funds, the special illiteracy fund of \$366 contributed by the Alabama Federation of Women's Clubs was used to telling advantage. Three counties, receiving from this fund \$100, \$100 and \$50 respectively, expended a total of \$1,759.18 in adult school work which without the stimulus of these gifts could not have been secured. In these three counties there were 16 schools enrolling 325 men and women, most of whom learned to read and write. In addition nine schools each received a \$10 prize used as the local payment for a State aid library costing \$30.

The State health department and the extension division of Auburn, which furnished health and home economics lectures and demonstrations gave splendid co-operation.

Great eagerness for even a modicum of learning has been shown by the negroes of the State. In several local com-

munities they have raised among themselves the amounts necessary to match State aid. Although only Bullock, Chambers and Mobile counties made appropriation for this work, there were negro schools in five other counties supported by private contributions.

Below is appended a statistical table:

Facts on Enrollment and Expenditures

1. Number counties having a well-defined program under the supervision of an organizer.....	17
(Bullock, Chambers, Coffee, Crenshaw, Escambia, Geneva, Jefferson, Lamar, Lee, Marion, Marshall, Mobile, Pickens, Randolph, St. Clair, Sumter, Washington).	
2. Number of other counties without definite program yet having one or more schools taught.....	14
3 Total number enrolled.....	2940
Whites	992
Colored	1948
4. Number enrolled between 16 and 21 years of age.....	1490
5. Age of oldest pupil.....	73
6. Average length of school in weeks.....	6
7. Average number of days taught per week.....	3
8. Average number hours taught per day.....	2½
9. Number reported illiterate and becoming literate.....	1626
10. Number literates enrolled below fourth grade.....	1314
11. Number receiving certificates	2132
12. Number of teachers.....	147
White	66
Colored	81
13. Number of organizers.....	18
White	11
Colored	7
14. Amount expended	\$5784.10
a. From county boards.	
b. Private individuals	
c. Community gifts	
d. Y. M. C. A. funds	
e. Women's clubs	
f. State funds	
15. Average expenditure per pupil.....	1.96

RURAL SCHOOL DIVISION

State aid was granted during the past scholastic year on 115 new buildings, 118 repair jobs, and equipment for 211 schools. To draft the plans and supervise the erection, repair and equipment of so many buildings has been quite a task for the division of rural schools. It has been necessary to add two men to the force of this division, namely, an architectural draftsman and a supervisor of construction work.

State aid was granted for the erection of buildings as follows:

34 One-room buildings, \$ 400 State aid each.....	\$13,600.00
31 Two-room buildings, 650 State aid each.....	20,150.00
21 Three-room buildings, 900 State aid each.....	18,900.00
8 Four-room buildings, 1200 State aid each.....	9,600.00
18 Five-room buildings, 2100 State aid each.....	37,800.00
3 Six-room buildings 2100 State aid each.....	6,300.00
Total	\$100,050.00

All one-room State-aided buildings include a work room, while all buildings with more than one room have manual training and domestic science rooms. In the two, three and four-room buildings two standard class room, 24x32 feet, are arranged to be thrown together for an auditorium, while the five and six room buildings all have large auditoriums.

The total amount of State aid granted was as follows:

	No.	State Appropriation	Local Funds	Local and State Funds	Estimated Cost of Buildings
New Buildings	115	\$ 92,932	\$ 185,864	\$ 278,796	\$ 464,660
Repairs	118	23,387	46,774	70,161	93,548
Equipment	211	29,310	58,620	87,930	117,240
		\$ 145,629	\$ 291,258	\$ 436,887	\$ 575,448

Below is submitted a list of building plans which have been worked out by the architectural draftsman, approved by the State Board of Education and submitted to county boards of education and building committees throughout the State:

<i>Type</i>	<i>No. Standard Class Rooms</i>	<i>Manual Training Rooms</i>	<i>Domestic S. Rooms</i>	<i>Auditor- iums</i>	<i>Estimated Cost of Buildings</i>
5B Frame	5	1	1	1	\$ 12,000.00
8B Brick	8	1	1	1	50,000.00
8A Brick	8	1	1	1	45,000.00
8-1S Brick	8	1	1	1	47,000.00
Dormitory for Blountsville.....					15,000.00
Agricultural Building					3,000.00
Work Shop					1,400.00
Standard vocational building.....					5,000.00
Twenty old buildings remodeled.....					30,000.00
Total					\$208,400.00

Sketches have been drawn for the following buildings:

Lineville dormitory, estimated cost.....	\$ 50,000.00
Daphne dormitory, estimated cost.....	6,000.00
White teacherage, estimated cost.....	7,000.00
Colored teacherage, estimated cost.....	5,000.00
Total	\$ 68,000.00

An important part of the work done by the division of rural schools during the present year has been that of supervising the construction of State school buildings and inspecting these buildings when finished. The following State buildings have been erected under the direction of the State supervisor of construction work:

<i>School and County</i>	<i>Cost</i>
Monrovia High, Madison, Brick.....	\$ 40,000
Hurricane High, Madison, Wood.....	15,000
Alexandria, Calhoun, Brick.....	32,000
Wiginton, Marion, Brick.....	20,000

Randolph County Training (col.), Randolph, Wood.....	10,000
Lineville Dormitory, Clay, Wood.....	40,000
Blountsville Agricultural, Blount, Wood.....	15,000
Bay Minette, Baldwin, Brick.....	40,000

Total cost\$212,000

Every county in the State, with one exception, has voted the three mill county tax.

Many counties have voted the local tax in from one to twenty districts this year. Two counties have passed the local tax in every district in the county and have thus reached the constitutional limit of taxation for schools.

CONSOLIDATION.

Eighty consolidated school buildings have been erected this year as follows:

15 Two-room buildings at an average cost of \$2450, total.....	\$ 36,750
28 Three-room buildings at an average cost of \$3095, total.....	103,460
11 Four-room buildings at an average cost of \$5833, total.....	64,163
9 Five-room buildings at an average cost of \$8896, total.....	90,064
5 More than five-room buildings, \$22,400, total.....	112,000

Total spent for consolidated school buildings\$406,437

Spent by county boards of education for transportation..... 117,468

Number pupils transported at public expense..... 7,058

Average cost of transportation per pupil, per month..... \$3.33

Average distance pupils are transported, miles..... 4.7

Number horse-drawn vehicles used in transportation..... 34

Number motor drawn vehicles used in transportation..... 123

TEACHERS' HOMES.

Number of Teachers' homes in the State..... 79

Average number of rooms..... 5

Average cost of buildings.....\$2,000.00

Number of homes occupied by principals..... 58

Number of homes in which assistant teachers board..... 13

Number of homes in which teachers do light housekeeping..... 51

Average cost per teacher per month when boarding.....\$19.12

Average cost per teacher per month when keeping house.....	\$14.00
Satisfactory to county board of education.....	76 yes, 3 no ans.
Satisfactory to teachers.....	75 yes, 1 not entirely, 3 no ans.
Satisfactory to community.....	76 yes, 3 no ans.

REPORT ON NEGRO EDUCATION.

For the promotion of negro education the several agencies employed during the last year may be grouped under the following heads: supervising industrial teachers, county training schools, summer normal schools and adult schools for illiterates.

Through the co-operation of the Anna T. Jeanes Fund and the state and county boards of education, a state supervisor and 23 county supervising teachers were employed whose duty it was to organize in colored schools industrial classes for both boys and girls and to supervise the instruction of such classes; to organize for adults and children community clubs for the improvement of home and school conditions, and to promote thrift, economy and health by conducting practical demonstrations in home gardening, the conservation of fruits and vegetables and the improvement of sanitation. The results of the activities of these teachers are shown in the following summary:

Number of different schools visited.....	1941
Total number of visits to schools.....	3892
Number of industrial classes organized in schools.....	2980
Number of pupils enrolled in industrial classes.....	31206
Total number of visits to communities.....	1951
Number of community clubs organized.....	2827
Number of demonstrations given in housekeeping, gardening, canning and sanitary improvement.....	1446
Number of quarts of fruits and vegetables canned.....	52866
Total amount of money raised from private sources for school building and improvement.....	\$32,061

A number of these teachers also rendered assistance in conducting adult schools for illiterates and teachers' reading circles.

In 14 counties of the State, through the co-operation of the John F. Slater Fund, the General Education Board and county boards of education, county training schools for the training of colored teachers for rural school work have been established. The ultimate aim is to make of these four-year high schools, with two years of professional training, but up to the present time very few of them have been able to do work beyond the elementary grades. The total number of pupils enrolled last year was 3075 of whom 118 were in high school grades. Industrial training for both sexes is emphasized in all of the county training schools.

Five small summer normal schools for colored teachers were conducted during the year, in which 60 teachers were employed and 836 students enrolled. In addition to the teachers who enrolled in these schools, considerable groups, selected from among supervisors, county training school and Rosenwald teachers, were sent, with the aid of an appropriation of the General Education Board, to Tuskegee and Hampton Institutes for better professional training.

A colored supervisor of teacher training was employed by the Department of Education, who devoted his entire time and attention to the supervision of county training schools, summer schools for teachers and the conducting of institutes for colored teachers.

The work of Rosenwald school building was practically suspended for the entire year for two reasons: (1) the high cost of building material and labor, and (2) the absence of an appropriation from the Julius Rosenwald Fund pending a report on the condition of the work throughout the South by an agent who had been appointed to make a thorough survey of the work with a view to its improvement. Forty-one qualified projects, at various stages of construction, had to be carried forward to the next year.

INDEX NUMBER STUDY OF RURAL ELEMENTARY SCHOOLS

By Thomas E. Benner, Statistician

If a prospective purchaser desired to compare three automobiles of the same price, each from a different manufacturer, his judgment might be aided by scoring for each car several of the important elements of automobiles and selecting that car which received the highest average score. Using 100 as the perfect score, and considering the five following items, these might be the scores of one of the cars: Engine—75; transmission—82; body—40; equipment—0; repair service—95. The average score of this automobile would therefore be 58. In order that his average scores might be used for comparisons, he would of course use the same items in scoring each of the cars.

Should it so happen that 58 proved to be the highest score received by any of the three automobiles, the purchaser would still wish to know whether any of the five items of which this score was the average deserved weightier consideration than the others in the selection of a car to serve his purposes. He would consider the value of the average score to be less or greater according to whether it gave less or greater weight to those items which to him were more significant.

The strengths or weaknesses in the three cars as revealed by the scores he would know to be due to many things. The manufacturer of one might be located where he could secure better grades of steel at lower prices. The manufacturer of the second might be located within easier reach of centers where skilled labor was available. The third might have both these advantages and still turn out an inferior car because of the costs of inefficient management in his production or sales departments.

Only a Rough Measure

In considering the study of the rural elementary schools of the 67 counties of this state which is given below, all these questions have their parallels. The study is based on the average of the scores of 10 phases of the educational situation in each of the counties, a method used by Dr. Leonard P. Ayres in his "index number" study of state school systems. The following considerations should be kept carefully in mind in reading this article:

1. It is quite possible that more weight should be given to some of the items considered because of their greater importance to a good school system, and less weight to others be-

cause of their relatively smaller importance. The average scores, or index numbers, of the counties should, therefore, be looked on only as rough measures.

2. Before credit or blame is given for the situation indicated by the scores, careful investigation should be made of the conditions which have produced them. Splendid natural resources may have assisted educational progress in one county; bad roads, the lack of foresight of an earlier generation, failures of the single-crop system, etc., may have retarded it in another.

3. So far as the study has value, it is in enabling the counties to see what are the weaknesses of their school systems in order that they may devote their energies to correcting them. In some cases the remedy lies within the county in better enforcement of the school laws, in better local support, in the creation of a demand for better teachers, in construction of better roads, or in closer co-operation; in others it may lie outside the county in further equalization of educational opportunities between counties, in enlargement of the teacher training facilities of the state, in further extension of the counties' right to tax themselves for school support, etc.

In comparing the three automobiles it was suggested that five items might be scored: engine, transmission, body, equipment and repair service. In comparing the rural elementary schools of the 67 counties of the state the following were the 10 items which were scored:

ITEM 1—PER CENT OF RURAL ELEMENTARY SCHOOLS WHICH ARE TWO, OR MORE, TEACHER SCHOOLS. A score of 100 in this item would indicate that the county had no one-teacher schools.

ITEM 2—PER CENT OF RURAL ELEMENTARY SCHOOL BUILDINGS WHICH ARE OWNED BY THE COUNTY OR STATE. A Score of 100 in this item would indicate that the county had no public school buildings owned by the district or by a private owner. In most cases, the private and district owned public school buildings are of an inferior type.

ITEM 3—AVERAGE NUMBER OF DAYS SCHOOLS WERE IN SESSION, DIVIDED BY TWO. A score of 100 in this item would indicate that the average term in the county was 200 days, or 10 scholastic months, exclusive of holidays, institutes, or other interruptions. (This item uses the same standard as item 3 of Ayres' study of state school systems.)

ITEM 4—PER CENT WHICH ATTENDANCE WAS OF ENROLLMENT. A score of 100 in this item would indicate that every pupil enrolled attended school every day.

ITEM 5—PER CENT WHICH ENROLLMENT OF GRADES FOUR, FIVE AND SIX WAS OF ENROLLMENT OF GRADES ONE, TWO AND THREE. It will be noted that increases in population through births and losses through deaths make it extremely improbable that a score of 100 could

TABLE I
White Rural Elementary School Scores

COUNTIES	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Index No.
Autauga	48.7	66.7	59.0	63.0	67.6	87.2	51.8	42.8	9.7	29.6	52.0
Baldwin	27.3	68.7	65.0	78.6	59.0	86.8	51.8	51.8	27.4	79.0	67.4
Barbour	29.0	41.8	76.0	55.2	67.7	85.2	34.7	46.6	5.8	42.8	47.5
Bibb	45.8	60.9	74.0	78.1	74.9	82.4	41.1	44.1	17.6	57.1	54.6
Blount	48.1	58.0	54.5	53.9	55.1	77.6	20.0	37.1	15.7	61.6	48.3
Bullock	60.0	35.0	78.0	72.8	77.7	92.4	42.5	63.8	10.4	42.8	57.5
Butler	46.9	43.1	72.0	66.8	63.1	77.2	34.2	44.1	8.4	67.1	51.9
Calhoun	45.9	67.7	61.5	60.3	51.0	92.8	33.9	51.6	17.2	50.0	53.4
Chambers	62.7	70.6	92.5	73.2	65.9	81.2	67.1	61.4	27.5	64.4	64.6
Cherokee	36.1	43.1	48.5	63.6	49.3	74.8	24.3	35.6	8.1	44.4	42.9
Chilton	66.2	31.1	55.6	68.6	55.9	81.2	20.6	29.0	20.5	46.8	47.8
Choctaw	31.8	66.7	63.0	75.0	49.2	82.4	47.6	41.6	12.2	50.1	51.9
Clarke	24.7	52.1	45.0	57.5	44.0	78.8	40.6	48.8	10.3	57.1	45.9
Clay	47.0	70.6	62.0	61.5	56.6	74.4	29.7	47.8	23.6	56.3	52.9
Cleburne	25.0	48.4	46.5	63.6	47.2	63.6	25.6	36.0	47.3	14.3	41.3
Coffee	63.5	72.0	48.0	51.4	48.9	72.4	33.2	32.5	7.8	64.2	49.6
Colbert	69.5	67.4	65.0	57.6	52.6	81.6	39.6	47.9	16.2	48.9	53.6
Conecuh	48.4	67.7	61.0	69.2	67.8	86.0	22.0	40.7	9.0	37.8	54.2
Coosa	34.6	78.0	60.0	37.8	70.8	85.6	34.6	41.0	9.5	57.1	58.1
Covington	36.3	49.5	51.5	64.2	46.3	80.1	19.7	40.0	9.3	45.4	44.3
Crenshaw	63.9	47.4	58.0	72.5	44.3	71.6	20.6	46.7	6.0	66.8	48.8
Cullman	60.4	49.5	60.0	59.8	60.8	86.4	22.6	33.7	4.0	59.1	49.6
Dale	54.7	56.7	68.5	78.1	44.4	82.0	22.0	50.0	20.1	53.9	53.9
Dallas	59.3	29.6	82.0	67.0	80.2	95.6	48.1	75.0	21.3	42.8	53.9
DeKalb	55.0	50.4	53.0	59.4	60.1	87.6	18.8	38.2	16.1	54.8	49.1
Elmore	61.5	75.4	59.6	73.1	64.8	91.2	53.1	46.0	24.1	50.8	60.0
Escambia	18.8	70.4	56.5	56.0	54.9	82.0	33.0	40.0	18.4	55.7	51.6
Etowah	46.6	59.5	61.0	53.8	73.1	79.2	26.4	42.2	0.0	45.0	48.5
Fayette	37.2	33.3	56.0	39.0	74.0	80.8	26.3	34.0	3.4	64.6	44.9
Franklin	49.3	78.7	44.6	62.6	57.2	67.6	30.0	32.1	2.2	45.1	46.9
Geneva	70.3	60.8	51.6	57.5	55.9	65.2	27.4	33.7	8.4	51.3	49.1
Greene	18.2	8.7	74.5	69.5	86.8	95.6	27.8	55.0	17.4	28.6	48.3
Hale	33.8	44.4	73.0	72.4	61.8	93.2	34.8	53.1	20.0	42.8	52.9
Henry	66.0	48.9	67.0	55.4	55.8	87.2	24.7	43.5	6.4	48.3	50.4
Houston	58.0	30.4	60.0	60.0	50.6	89.2	26.5	35.0	6.2	42.8	45.1
Jackson	28.9	29.8	49.5	61.0	45.2	56.8	39.1	34.7	2.0	43.1	38.0
Jefferson	75.2	46.5	83.0	60.7	60.2	98.0	54.4	68.4	46.4	30.2	67.1
Lamar	43.0	50.6	51.6	65.1	66.2	84.0	24.4	35.7	6.2	66.7	43.3
Lauderdale	46.6	75.9	60.0	80.0	57.7	90.8	35.1	60.0	16.2	62.8	57.4
Lawrence	44.2	58.4	45.0	63.0	50.4	66.4	22.2	34.1	11.3	53.9	46.3
Lee	30.8	64.1	73.0	62.3	72.7	95.2	42.4	54.0	8.3	54.6	54.6
Limestone	58.5	66.4	70.0	80.4	49.9	82.8	27.4	44.7	0.0	50.9	51.1
Lowndes	33.8	27.6	71.0	71.1	83.0	94.0	36.7	47.7	1.3	0.0	46.8
Macon	33.8	59.8	81.0	74.0	88.3	90.0	46.2	60.1	16.9	42.8	59.3
Madison	61.1	65.3	64.0	62.5	46.3	81.6	39.3	54.0	25.7	57.1	55.7
Marengo	33.3	63.0	75.3	72.1	82.1	93.2	39.8	57.5	7.4	59.6	54.4
Marion	51.7	60.2	60.5	68.8	58.5	82.0	24.2	23.1	10.4	57.1	49.7
Marshall	58.8	48.8	57.0	53.0	62.5	76.8	27.0	38.0	15.3	55.6	56.3
Mobile	56.9	80.4	80.0	67.4	58.3	97.3	21.5	62.0	12.2	50.0	56.5
Monroe	38.0	60.6	70.0	63.1	61.2	90.4	28.7	42.7	21.1	92.4	56.3
Montgomery	70.8	58.3	85.0	80.5	76.5	97.6	95.9	61.6	82.5	42.8	75.3
Morgan	47.1	48.6	49.5	41.2	54.3	91.2	13.7	50.0	53.9	46.3	46.3
Perry	31.6	39.5	64.0	63.6	69.9	92.8	35.7	60.1	11.8	58.3	52.7
Pickens	53.7	52.2	51.5	79.1	71.5	87.6	42.7	48.9	23.8	57.1	54.3
Pike	34.4	57.4	70.6	66.8	58.7	84.4	34.4	52.6	10.2	42.8	51.3
Randolph	68.8	71.0	59.5	62.7	72.2	78.4	20.0	37.0	0.9	70.7	53.6
Russell	37.5	91.7	81.0	77.6	56.1	95.2	56.8	71.8	16.1	42.8	62.7
Shelby	46.1	43.4	72.0	54.4	64.0	75.6	21.0	41.0	7.6	47.1	47.2
St. Clair	45.3	38.7	65.0	67.8	62.3	84.8	22.9	46.5	16.9	68.2	50.7
Sumter	56.3	43.8	87.0	64.7	75.0	70.4	61.9	71.3	1.2	42.8	57.4
Talladega	38.1	50.9	65.0	56.9	45.7	78.6	27.6	53.4	9.3	58.1	47.9
Tallapoosa	40.8	52.1	61.5	62.5	50.5	89.2	23.2	42.5	8.5	57.1	49.8
Tuscaloosa	53.1	31.3	55.0	65.1	81.6	81.0	41.8	50.8	10.0	53.1	52.6
Walker	64.0	40.0	59.0	65.6	63.0	80.0	29.7	38.5	15.4	62.8	49.6
Washington	27.1	49.2	55.0	63.7	62.7	84.4	32.3	38.4	0.0	57.1	47.1
Wilcox	43.6	29.3	70.5	70.2	77.8	93.6	39.4	60.2	10.6	42.8	52.8
Winston	29.4	64.7	51.6	76.1	61.6	82.8	8.7	30.7	6.0	64.9	47.6
Highest	75.2	91.7	87.0	87.8	88.3	98.0	96.9	81.6	82.5	92.4	75.1
Upper quartile	56.9	66.7	72.0	72.1	70.3	90.8	39.8	52.6	17.4	62.8	54.3
Median	45.9	62.1	61.0	64.2	59.0	84.0	29.3	44.1	10.4	56.3	51.3
Lower quartile	34.4	43.4	55.0	60.5	63.0	78.8	23.7	38.0	6.4	48.3	47.9
Lowest	18.2	8.7	44.5	39.8	44.3	56.8	8.7	23.1	0.0	8.0	38.0

TABLE II
White Rural Elementary School Ranks

COUNTIES	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Final Rank
Autauga	40	17	41	40	20	26	7	38	38	64	31
Baldwin	62	18	25	5	34	27	34	18	6	6	13
Barbour	60	54	10	61	39	30	24	30	56	58	54
Bibb	37	37	13	6	11	37	15	24	16	26	14
Blount	29	30	52	63	47	49	63	52	24	20	49
Bullock	18	58	9	16	24	14	12	6	33	59	19
Butler	32	52	18	29	8	53	28	35	43	31	24
Calhoun	34	14	■	53	50	12	29	19	18	42	25
Chambers	9	9	4	12	21	44	3	8	4	10	3
Cherokee	49	53	62	36	57	57	49	55	47	60	65
Chilton	5	61	48	24	45	45	61	66	12	46	53
Choctaw	59	18	29	10	59	35	9	42	29	40	32
Clarke	65	34	66	57	87	51	16	25	35	33	61
Clay	31	10	30	48	42	56	35	27	8	34	27
Cleburne	64	46	64	38	60	45	46	65	2	66	66
Coffee	8	7	63	65	59	59	31	62	49	11	42
Colbert	4	16	49	55	52	42	18	26	22	43	23
Conecuh	28	15	32	22	19	22	55	45	41	2	17
Coosa	50	12	37	1	17	29	25	43	39	27	19
Covington	48	40	58	34	62	47	64	47	46	47	64
Crenshaw	23	47	48	14	66	60	60	29	51	9	45
Cullman	12	41	59	20	31	28	54	60	56	22	41
Dale	21	32	23	7	65	39	57	28	12	19	21
Dallas	14	64	5	26	6	5	8	2	10	61	5
DeKalb	20	39	53	54	32	24	65	56	27	36	43
Elmore	19	6	39	13	22	15	6	■	7	39	6
Escambia	66	11	■	59	48	36	32	46	15	3	33
Etowah	36	26	34	64	13	56	44	41	66	49	46
Fayette	47	59	47	67	12	46	45	59	67	15	63
Franklin	27	4	67	45	40	62	33	69	59	46	57
Geneva	3	24	56	56	■	64	40	61	44	37	59
Greene	67	67	12	21	2	4	41	12	17	65	48
Hale	58	49	16	15	28	11	26	16	14	54	28
Henry	6	43	24	50	41	26	47	37	51	44	37
Houston	19	62	35	53	53	29	43	56	64	56	62
Jackson	61	63	61	49	64	67	37	57	60	52	67
Jefferson	1	48	2	69	32	1	6	6	3	4	2
Lamar	42	39	55	22	43	34	46	54	52	10	47
Lauderdale	35	5	36	2	38	17	22	22	21	18	12
Lawrence	39	28	65	42	55	63	55	58	31	12	69
Lee	59	21	14	47	14	6	13	14	45	51	■
Limestone	16	2	22	2	56	66	39	33	65	38	26
Lowndes	■	66	18	18	3	9	21	36	61	67	56
Macon	52	27	7	11	1	19	10	10	19	53	7
Madison	11	19	27	44	61	41	29	13	6	30	18
Marengo	54	22	11	17	4	8	17	11	50	21	9
Marion	26	25	35	23	36	40	60	67	34	25	49
Marshall	15	44	44	41	26	54	42	51	36	35	38
Mobile	17	3	8	25	27	3	58	7	28	41	5
Monroe	45	23	21	39	30	18	51	39	11	1	15
Montgomery	■	29	2	51	9	2	1	1	1	55	1
Morgan	36	45	60	66	49	16	66	24	58	14	59
Perry	57	56	28	37	18	13	22	21	9	7	39
Pickens	24	33	54	4	16	38	11	36	30	28	16
Pike	51	31	20	23	35	35	27	17	36	60	33
Randolph	7	8	49	43	15	62	62	53	63	6	24
Russell	46	1	6	3	44	7	4	3	23	57	4
Shelby	33	51	17	62	23	35	69	44	49	45	55
St. Clair	38	57	45	27	27	31	63	31	20	8	26
Sumter	18	50	1	33	10	41	2	4	68	62	11
Talladega	44	36	26	58	63	58	38	15	40	24	51
Tallapoosa	42	35	32	46	54	21	52	40	42	29	44
Tuscaloosa	25	60	50	31	5	43	14	29	37	23	29
Walker	22	55	42	30	51	48	36	48	25	17	39
Washington	63	42	51	35	25	32	30	49	67	32	50
Wilcox	59	65	19	19	7	10	19	64	32	63	22
Winston	41	20	57	9	29	35	67	9	54	13	52

ever be reached in this item. A score approaching 100 in this item, under the relatively stable conditions prevailing in this state, would indicate that retardation and elimination were low.

ITEM 6—PER CENT OF POPULATION BETWEEN AGES OF 10 AND 21 (75 PER CENT BEING CONSIDERED THE ZERO POINT) WHICH CAN READ AND WRITE. A score of 100 in this item would indicate that all between the ages of 10 and 21 were able to read and write. A score of 0 would indicate that only 75 p. c. of those between the ages of 10 and 21 could read and write.

ITEM 7—PER CENT OF TEACHERS WHO HOLD FIRST GRADE CERTIFICATES OR BETTER. A score of 100 in this item would indicate that no teacher held a certificate of lower grade than the first grade certificate.

ITEM 8—AVERAGE ANNUAL SALARY OF TEACHERS, DIVIDED BY 10. A score of 100 in this item would indicate that the average annual salary of teachers was \$1,000. (This item uses a standard similar to that of item 10 of Ayres' study of state school systems.)

ITEM 9—VALUE OF TEACHING EQUIPMENT IN DOLLARS PER TEACHER EMPLOYED. A score of 100 in this item would indicate that the public schools had an average of \$100 worth of teaching equipment per teacher employed.

ITEM 10—PER CENT OF AVAILABLE SCHOOL TAXES, COUNTY AND DISTRICT, WHICH ARE ACTUALLY BEING RAISED. A score of 100 in this item would indicate that the county and its subdivisions were raising all taxes which they are authorized by law to raise for the schools. (It will be noted that in a given county this score will, of necessity, be the same for both white and colored schools.)

The computations for each item were made from figures furnished by the annual reports of the county superintendents of education for the school year 1919-20 or from the books of the State Department of Education.

Turning to Table I, for instance, the following information is found concerning Autauga county:

Item 1—43.7. That is, 43.7 p. c. of the white rural elementary schools of the county are two-teacher schools or larger. By referring to Table II in which the ranks of the counties are given, it will be seen that Autauga county ranks 40th in this item. In other words, 39 counties have a larger per cent of two or more teacher white schools than has Autauga.

Item 2—66.7. That is, 66.7 p. c. of the white rural elementary school buildings of the county are owned by the state or county. Table II shows that Autauga ranks 17th in this item; in other words, that 16 counties ranked higher.

Item 3—59.0. That is, the average daily attendance was 59.0 p. c. of the enrollment. Table II shows that Autauga county ranked 41st in this item; that is, that 40 counties ranked higher.

Similarly the seven other scores which are given for Autauga county in Table I and the ranks given in Table II tell their stories of the educational conditions in the white rural elementary schools of that county and how they compare with the conditions among the white rural elementary schools of the other counties.

In the last column of Table I is given the average of these 10 scores. For Autauga county this average, which (as Dr. Ayres has done) may be called the "index number" because it is the index or indicator of the general educational standing of the white rural elementary schools of the county, is 52.0. Table II shows that the white rural elementary schools of Autauga county, judged by this method, ranked 31st; in other words, that 30 counties ranked higher.

Minus Score in 21 Counties

These cases are given as illustrations of the way in which the tables should be read. They apply also to the reading of Table III and IV which show the scores of the colored rural elementary schools. It should be noted, however, that in Table III, Item 6 is a minus score in 21 counties where less than 75 p. c. of the colored population between the ages of 10 and 21 is able to read and write.

For example Item 6 for Greene county in Table III is —62.0. If it is desired to know what is the actual per cent of those who can read and write, it may be obtained as follows:

Divide the score given for Item 6 by four. Add the quotient to 75 p. c.,—or, if the score has a minus sign before it, subtract the quotient from 75 p. c.

In the case of Greene county where the score for Item 6 for the colored rural elementary schools is —62.0, the actual per cent of those between the ages of 10 and 21 who could read and write would be found, in accordance with the directions just given, by dividing —62.0 by four, which would give the quotient —15.5, and then subtracting this quotient from 75, since the score had a minus sign before it, which leaves the remainder of 59.5. In other words, 59.5 p. c. of the colored children between the ages of 10 and 21 in Greene county can read and write.

In Plate I a diagram of the scores of the counties is given in which the counties are arranged in the order of their total scores or "index numbers." This diagram shows clearly just what part each of the 10 items has had in making up the total scores of each county.

Among the white schools, the weaker scores are found under Items 7, 8 and 9. Item 7, which shows the per cent of teachers holding first grade certificates or better, is a measure of the quality of the teaching force. No school system can be strong with the weak teaching staff which this shows so many of the counties have in service. Item 8 shows the salaries these teachers are receiving. It will never be possible to attract good teachers into the schools till better salaries than are paid in most of the counties are offered applicants. Item 9, the weakest in the entire group, shows the value of the teaching equipment per teacher employed. Good teachers will not accept positions if they can possibly help it where they must work with such complete lack of tools as this item shows to exist in most of the counties of the

TABLE III
Colored Rural Elementary School Scores

COUNTIES	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Index No.
Autauga	19.0	11.1	38.5	69.6	26.0	6.8	7.7	9.8	9.8	28.6	31.3
Baldwin	18.2	31.8	57.5	74.8	29.4	22.6	7.1	25.0	24.3	79.0	37.1
Barbour	0.0	12.5	38.0	60.0	13.5	38.0	0.0	8.5	1.6	42.8	16.1
Bibb	85.7	7.1	32.5	68.8	54.2	7.6	15.4	11.8	15.6	57.1	35.5
Blount	0.0	0.0	30.0	74.7	18.3	65.6	0.0	13.6	0.0	61.5	26.4
Bullock	2.1	8.6	51.0	32.5	21.7	10.4	0.0	13.7	8.4	42.6	17.0
Butler	28.8	14.3	40.0	70.5	26.9	44.4	17.3	18.0	3.8	57.1	32.2
Calhoun	5.3	0.0	48.0	67.2	29.0	92.8	5.0	22.3	1.5	50.0	31.1
Chambers	27.5	37.6	62.5	64.3	54.2	54.0	1.7	31.6	32.2	64.4	43.9
Cherokee	0.0	9.0	39.0	60.1	32.8	27.2	0.0	22.4	0.0	44.4	24.4
Chilton	10.6	0.0	44.0	80.6	28.7	20.0	9.5	13.2	4.4	46.8	25.3
Choctaw	24.1	0.0	30.0	55.8	47.2	31.6	7.9	8.2	2.6	60.1	25.3
Clarke	7.7	38.5	32.0	30.1	56.0	34.6	0.0	8.0	3.9	57.1	19.9
Clay	0.0	0.0	50.0	75.7	11.8	12.8	0.0	28.7	7.1	56.3	25.0
Cleburne	0.0	0.0	50.0	54.7	40.4	20.0	0.0	26.5	0.0	14.3	20.4
Coffee	22.3	40.0	25.0	70.1	21.3	12.0	0.0	16.5	1.9	66.2	29.7
Colbert	57.9	10.5	35.5	62.8	33.1	32.4	0.0	18.1	2.1	48.9	30.2
Concuh	18.2	57.1	47.5	53.8	23.4	42.4	2.4	13.5	19.1	37.8	37.0
Coosa	8.0	12.0	41.5	30.0	23.9	20.0	6.7	20.3	1.7	57.1	27.4
Covington	15.0	10.0	50.0	48.6	33.8	25.3	0.0	17.5	2.0	45.4	23.3
Crenshaw	23.8	14.3	36.5	76.7	69.3	41.2	3.8	15.0	1.2	66.8	26.4
Cullman	100.0	0.0	50.0	69.8	48.2	46.0	0.0	17.8	0.0	69.1	39.1
Dale	0.0	12.5	40.0	70.7	22.1	34.0	0.0	22.5	4.4	57.1	30.1
Dallas	0.0	10.7	38.0	68.6	23.5	31.6	1.1	12.0	0.3	42.3	16.5
DeKalb	0.0	0.0	40.0	57.9	29.5	33.6	0.0	20.0	0.0	54.6	23.4
Elmore	15.1	8.5	42.0	73.8	44.0	12.3	3.3	13.2	5.1	50.8	26.7
Escambia	6.3	13.8	33.0	70.3	29.6	15.6	0.0	14.1	5.1	55.7	20.4
Etowah	0.0	12.5	50.0	44.1	26.3	42.6	0.0	23.5	0.0	57.1	24.3
Fayette	14.3	14.3	51.0	60.2	13.3	27.6	5.9	14.4	0.0	64.6	26.3
Franklin	37.5	62.5	41.5	50.3	32.1	39.0	8.3	25.0	6.3	45.1	23.6
Geneva	18.2	0.0	38.5	73.8	16.7	8.0	0.0	31.0	0.4	51.3	21.1
Greene	3.9	3.9	44.5	50.0	22.0	42.0	7.5	12.4	1.1	28.6	11.3
Hale	5.3	25.0	49.5	54.2	31.7	60.0	7.7	17.1	2.1	42.3	29.6
Henry	11.8	17.6	22.5	79.8	24.4	33.6	4.5	14.2	0.1	48.3	20.0
Houston	0.0	11.1	40.0	82.4	56.8	24.0	8.0	12.0	0.0	42.3	26.9
Jackson	0.0	0.0	31.0	74.9	25.4	13.4	15.4	15.0	1.3	43.1	22.5
Jefferson	47.5	7.5	34.5	60.3	29.6	32.4	10.7	34.3	46.4	39.2	46.4
Lamar	16.7	0.0	37.5	32.9	36.9	15.2	11.8	17.0	0.9	66.7	24.3
Lauderdale	17.6	17.6	45.5	32.0	32.8	70.0	10.0	29.2	7.8	62.8	37.4
Lawrence	11.1	11.1	31.5	71.3	31.1	5.6	9.5	13.6	4.9	65.3	25.9
Lee	16.7	37.5	42.0	72.1	13.3	31.6	6.5	15.3	2.6	43.3	20.4
Limestone	0.0	4.3	60.0	50.2	31.0	57.2	0.0	12.0	0.0	50.9	15.1
Lowndes	7.1	19.6	36.5	75.3	28.9	5.6	2.0	11.2	0.2	0.0	17.5
Macon	7.7	44.2	49.0	59.5	31.9	35.2	8.9	13.4	13.4	42.3	31.1
Madison	6.7	13.3	42.0	58.6	23.9	24.8	0.0	16.3	3.3	57.1	24.6
Marengo	10.0	7.5	55.5	49.7	36.0	9.6	2.2	17.7	2.4	59.6	23.1
Marion	16.7	33.8	50.0	33.1	51.2	42.4	14.3	21.4	0.0	57.1	37.0
Marshall	0.0	0.0	23.0	53.4	41.0	35.6	23.6	18.1	0.0	55.6	16.9
Mobile	40.5	18.6	79.5	60.3	32.6	32.5	0.0	31.5	6.3	50.0	40.1
Monroe	2.0	0.0	40.0	73.2	24.2	6.0	0.0	20.9	14.7	92.4	27.9
Montgomery	30.3	15.2	46.0	63.5	25.4	44.0	4.6	16.1	2.4	42.3	28.0
Morgan	0.0	5.5	46.5	51.3	34.3	74.0	0.0	16.9	2.2	64.9	29.6
Perry	3.6	28.6	47.0	52.7	24.6	16.0	6.3	17.1	7.0	68.3	27.1
Pickens	15.4	12.5	31.5	61.3	24.2	26.0	3.1	14.6	6.8	57.1	25.4
Pike	5.3	2.6	31.0	47.3	18.9	7.6	0.0	10.5	0.0	42.3	16.7
Randolph	29.2	37.5	43.0	60.0	26.4	12.0	9.4	13.5	1.3	70.7	30.3
Russell	9.1	31.8	50.0	34.0	21.5	34.4	3.8	16.5	2.4	42.3	23.0
Shelby	16.0	0.0	32.5	55.4	30.0	20.4	17.2	22.0	1.4	47.1	24.2
St. Clair	14.3	0.0	43.5	75.3	27.6	35.6	0.0	11.9	7.3	63.2	26.4
Sumter	2.2	8.7	47.0	47.1	26.5	44.0	3.5	20.1	4.2	42.3	16.2
Talladega	0.0	10.0	41.5	56.5	29.1	4.4	0.0	14.4	3.5	58.1	21.3
Tallapoosa	6.8	6.8	42.0	64.6	25.9	18.0	2.1	16.9	7.2	57.1	24.7
Tuscaloosa	19.6	2.2	42.0	73.0	37.9	40.3	3.2	16.3	0.5	53.1	29.4
Walker	31.8	0.0	65.5	73.2	29.3	72.4	22.2	23.1	3.8	62.8	39.0
Washington	14.3	0.0	34.0	76.5	18.1	13.2	6.3	13.4	0.0	57.1	20.7
Wilcox	0.0	0.0	35.0	65.4	37.0	34.4	0.0	9.5	0.0	42.3	15.5
Highest	100.0	62.5	84.5	84.0	69.3	82.3	28.6	34.3	46.4	92.4	45.4
Upper quartile	18.2	17.6	49.5	74.7	34.3	35.2	7.7	20.9	6.3	62.8	29.6
Median	10.5	10.5	42.0	64.3	32.6	13.4	3.1	16.9	2.4	56.3	25.3
Lower quartile	2.0	0.0	36.5	54.7	24.2	12.8	0.0	13.4	0.2	43.3	21.5
Lowest	0.0	0.0	28.0	30.1	13.8	62.0	0.0	8.0	0.0	0.0	11.2

TABLE IV

Colored Rural Elementary School Ranks

COUNTIES	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Final Rank
Autauga	16	31	50	28	43	42	17	62	60	68	50
Baldwin	17	10	6	16	32	28	20	7	3	5	7
Barbour	63	27	46	48	61	61	61	64	40	57	65
Bibb	2	41	56	30	4	41	5	59	5	25	10
Blount	55	54	64	17	63	7	50	49	56	19	31
Bullock	49	38	8	65	58	49	63	48	9	58	59
Butler	14	22	41	26	40	64	3	53	25	30	48
Calhoun	44	51	19	31	34	2	26	13	41	41	11
Chambers	11	6	4	35	5	9	39	2	2	15	2
Cherokee	57	36	48	29	20	23	54	12	58	49	41
Chilton	33	55	27	6	37	30	11	52	22	45	33
Choctaw	12	56	65	48	8	21	16	65	29	39	34
Clarke	38	5	59	66	3	59	61	66	24	32	56
Clay	56	58	12	13	9	50	51	5	14	38	36
Cleburne	60	64	16	50	12	32	59	6	62	65	53
Coffee	7	4	53	27	57	38	44	36	37	11	15
Colbert	3	33	52	37	18	19	43	24	28	42	14
Conecuh	18	2	20	52	54	14	35	21	4	2	8
Coosa	36	28	35	7	35	31	21	18	39	26	25
Covington	27	34	14	64	53	25	56	28	36	46	44
Crenshaw	13	20	49	10	1	62	30	41	44	9	29
Cullman	1	49	10	34	7	10	42	26	52	21	4
Dale	51	26	42	25	55	56	60	11	23	18	54
Dallas	61	32	47	36	38	54	40	56	49	60	61
DeKalb	66	61	40	46	31	18	55	20	59	35	43
Elmore	24	43	32	18	10	37	34	51	20	38	28
Escambia	48	15	45	24	30	36	47	47	19	3	21
Etowah	53	25	13	63	42	12	53	9	57	48	40
Fayette	30	21	9	41	66	22	25	44	55	14	30
Franklin	6	1	36	57	19	53	15	8	18	47	23
Geneva	19	57	44	19	65	47	58	16	48	36	51
Greene	46	46	26	59	56	66	19	54	45	64	66
Hale	42	13	17	51	24	8	18	29	35	53	16
Henry	31	18	58	8	49	55	29	46	51	43	55
Houston	54	29	39	4	2	27	49	55	54	55	27
Jackson	58	62	62	15	47	33	6	42	38	51	47
Jefferson	4	39	1	39	28	3	8	1	1	4	1
Lamar	23	59	48	3	15	52	27	31	46	10	37
Lauderdale	20	17	25	5	21	6	9	4	10	17	6
Lawrence	32	30	60	23	25	44	10	35	21	12	32
Lee	22	8	31	22	62	20	22	40	30	50	19
Limestone	65	45	5	58	26	65	65	57	65	37	64
Lowndes	39	14	51	14	36	46	38	60	50	66	58
Macon	37	3	18	44	23	17	13	23	7	52	12
Madison	41	24	34	45	52	26	52	38	27	29	39
Marengo	34	40	7	60	16	48	36	27	32	20	45
Marion	21	9	11	2	6	13	7	15	53	24	9
Marshall	62	65	66	54	11	60	1	25	63	34	57
Mobile	5	16	2	40	22	1	41	3	17	40	3
Monroe	50	53	38	9	50	43	48	17	6	1	24
Montgomery	9	19	24	53	46	11	28	39	31	54	22
Morgan	52	44	23	56	17	4	45	32	34	13	17
Perry	47	12	21	55	48	35	24	30	15	7	26
Pickens	26	23	61	38	51	24	33	43	16	27	35
Pike	45	47	63	61	60	40	64	61	64	59	60
Randolph	10	7	29	42	41	39	12	22	43	6	13
Russell	35	11	15	1	59	57	31	37	33	56	46
Shelby	25	60	57	49	27	29	4	14	42	44	42
St. Clair	29	52	28	12	39	16	46	58	11	8	20
Sumter	48	37	22	62	45	63	14	19	13	61	62
Talladega	59	35	37	47	33	45	57	45	26	23	49
Tallapoosa	40	42	33	33	44	34	37	33	12	28	38
Tuscaloosa	15	48	30	21	13	15	32	34	47	22	18
Walker	8	50	3	20	29	5	2	10	8	16	5
Washington	28	63	55	11	64	51	23	50	61	31	52
Wilcox	64	66	54	32	14	58	66	63	66	62	63

state. Where they do accept such positions their efficiency is much less because of the lack of these tools.

Standards Fixed Arbitrarily

In this connection it should be remembered, however, that the standards which have been used have been fixed arbitrarily. A score of 100.0 in Item 5 (per cent which enrollment of grades four, five and six is of enrollment of grades one, two and three) is undoubtedly more difficult to attain than a score of 100.0 in Item 8 (average number of days schools were in session divided by two). The mere size of the score is, therefore, not as significant as the relation which it reveals between the situation in the county scored and other counties.

Below is given a rough method of judging the scores of a county in comparison with those of the other counties of the state. It should be remembered, however, that Dr. Ayres ranked Alabama as 45th among the 48 states in 1918 with only Arkansas, Mississippi and South Carolina ranking lower. The question should be carefully considered, therefore, whether a score which is considered excellent in comparison with the scores of the other counties of the state may not nevertheless be merely an average score in comparison with conditions prevailing elsewhere throughout the United States.

From Tables II and IV the ranks of the county's scores in each of the 10 items may be obtained. In all items in which the county ranks between first and third, its performance may be designated as excellent. In all items in which the county ranks between fourth and twentieth, its performance may be designated as good. In all items in which the county ranks between twenty-first and forty-seventh, its performance may be designated as average. In all items in which the county ranks between forty-eighth and sixty-fourth, its performance may be designated as inferior. In all items in which the county ranks between sixty-fifth and sixty-seventh, its performance may be designated as most unsatisfactory.

Among the striking facts revealed by the index numbers is that pictured in Plates II, III and IV. It may be illustrated by the following figure:

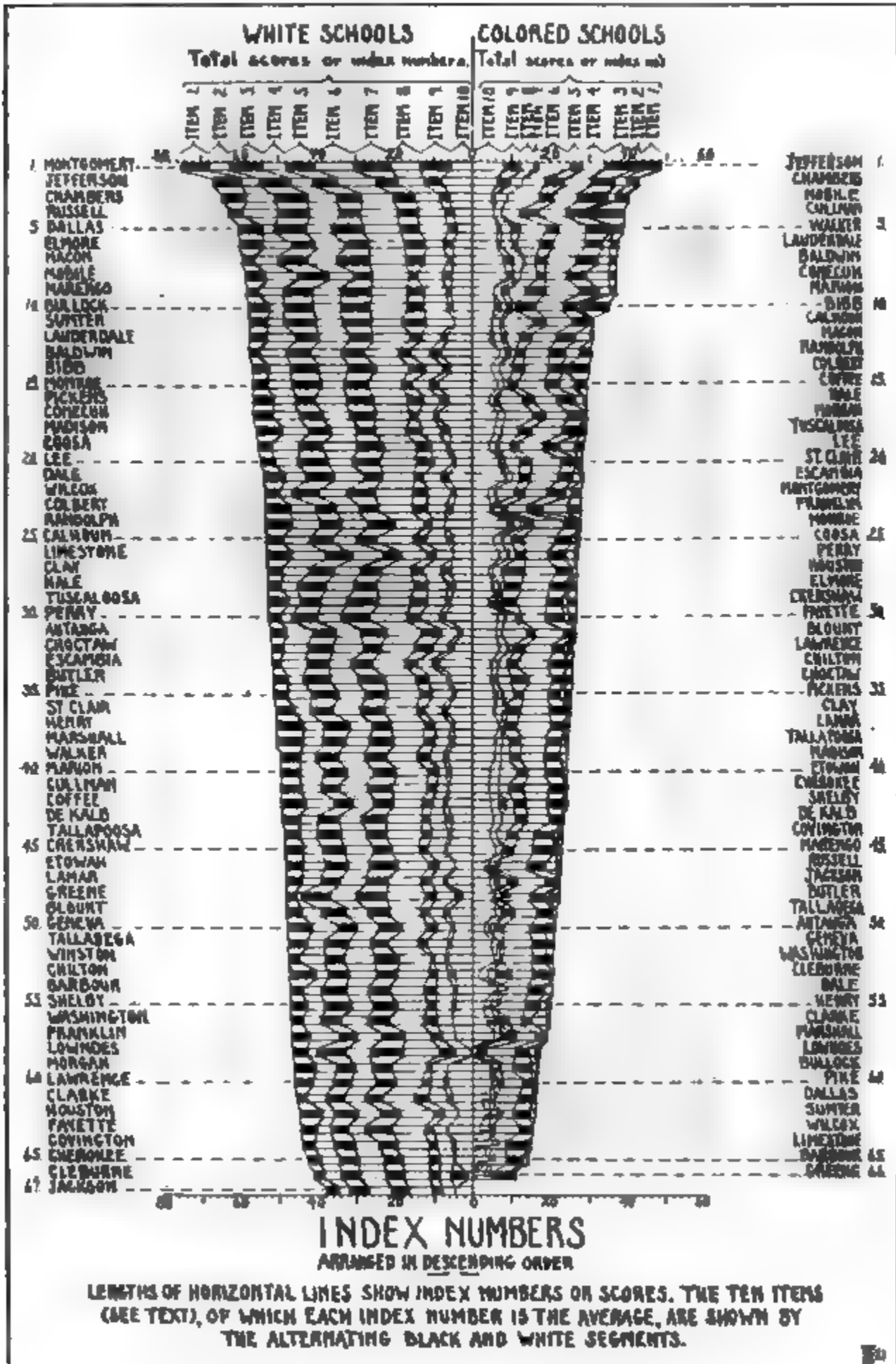
In a community made up of families of varying means it would naturally be expected that the families whose adults were more prosperous would be the families whose children would be better cared for. It would be a surprising and unjustifiable situation if, on the contrary, the children in the majority of those families whose adults were prosperous should prove to be the poorly cared for.

Strange Condition Indicated

Applying this figure to educational conditions, it would be expected that in the counties where the white rural elementary schools were among the best white rural elementary schools it would also be true that the colored rural elementary schools would be among the best colored rural elementary schools. This does not, however, prove to be the case.

Plate II shows the population distribution in the school census of 1920. Those counties in which 75 p. c. or more of the school popula-

PLATE I



PLATES II, III AND IV

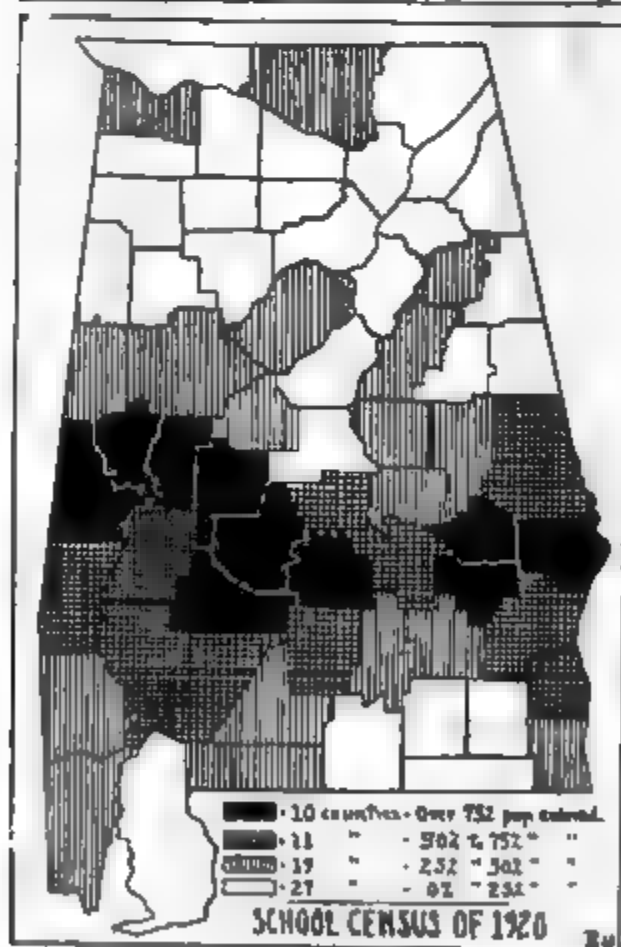
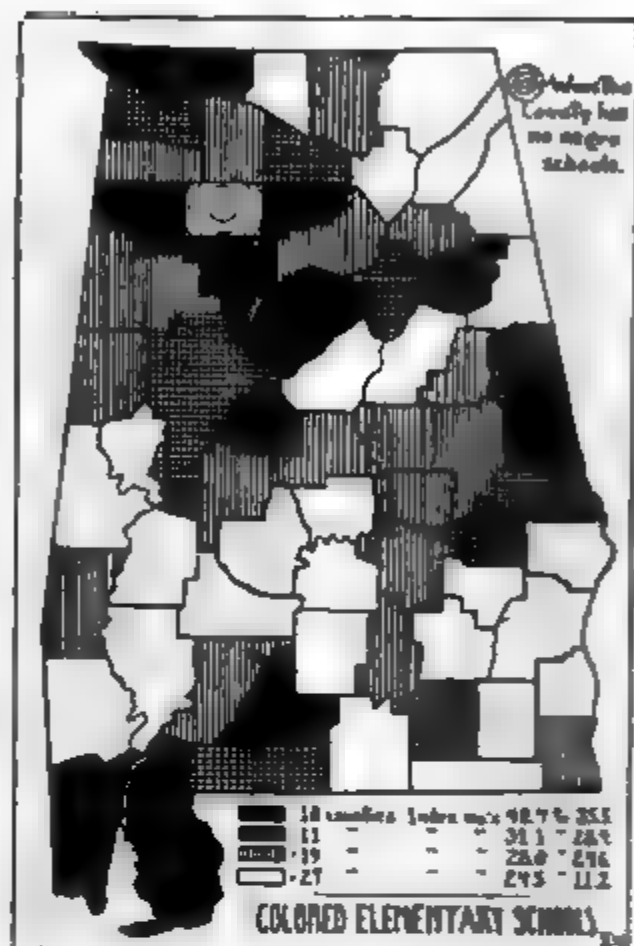
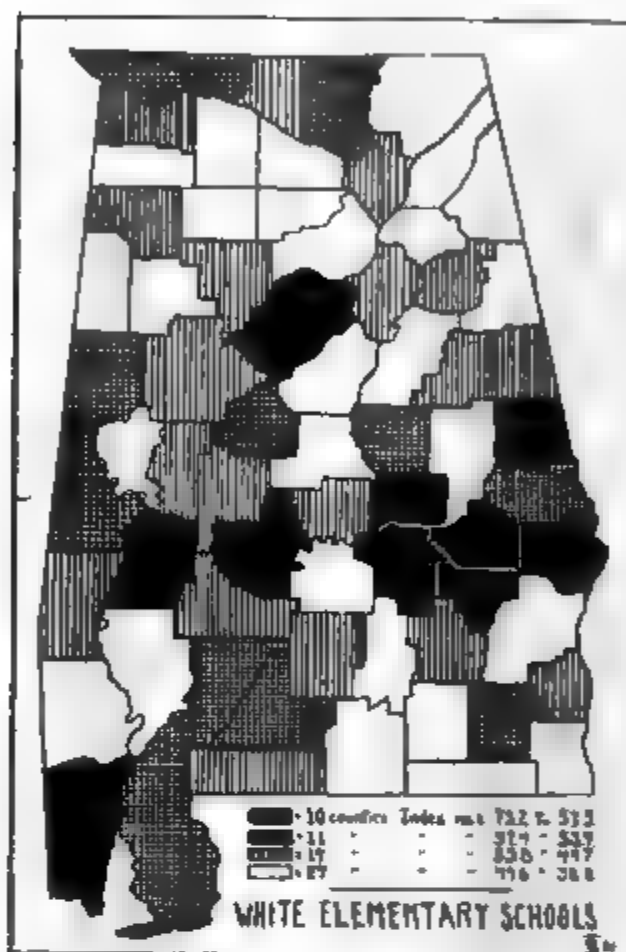


Plate II, lower left, shows distribution of population in 1920 school census.

Plate III, upper left, shows standing of white schools of these counties.

Plate IV, upper right, shows standing of colored schools of these counties.

tion was colored are shown in black. Those in which 50 p. c. to 75 p. c. of the school population was colored are shown checkered. Those in which 25 p. c. to 50 p. c. of the school population was colored are shown by vertical lines. And those counties in which less than 25 p. c. of the school population was colored are shown in white.

Ten counties fall in the 75 p. c. to 100 p. c. group; 11 counties in the 50 p. c. to 75 p. c. group; 19 in the 25 p. c. to 50 p. c. group; and the remaining 27 in the 0 p. c. to 25 p. c. group.

Plate III shows the scores of the white rural elementary schools of these counties. The counties having the 10 highest scores are shown in black; the next 11 are shown checkered; the next 19 are shown by vertical lines; and the last 27 are shown in white. Plate IV shows the same thing in the same way for the colored rural elementary schools.

At a glance it may be seen that the counties shown in black on Plate II include most of the counties shown in black on Plate III and most of the counties shown in white on Plate IV. In other words, those counties in which the per cent of negroes in the school population is large are largely among the best in the state in the matter of white schools and among the poorest in the state in the matter of colored schools. This may be expressed in more concrete terms as follows:

In 31 p. c. of the counties the colored population exceeds the white population.

These counties contain 60 p. c. of the 10 best white rural elementary school systems in the state, but only 10 p. c. of the 10 best colored rural elementary school systems in the state.

They contain only 15 p. c. of the 27 poorest white rural elementary school systems in the state, but contain 48 p. c. of the 27 poorest colored rural elementary school systems in the state.

It should be a matter of great pride to Jefferson, Chambers and Mobile counties that their white schools are among the 10 best white schools and at the same time that their colored schools are among the 10 best colored schools.

ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

PART II.

WHITE

COUNTIES AND CITIES	ENROLLMENT—MALE							ENROLLMENT—FEMALE							Grand Total, Males and Females, Grades 1-7		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		Grade 7	Total, Grades 1-7
Autauga County, Rural	292	128	115	160	104	87	75	961	230	128	98	149	99	80	90	866	1824
Prattville	93	30	43	39	23	32	20	285	97	35	46	42	30	45	24	319	604
Baldwin County, Rural	651	267	253	281	188	166	186	1956	516	200	273	244	197	199	207	1835	3791
Barbour County, Rural	549	181	168	204	178	113	152	1548	487	182	146	194	174	122	159	1464	3012
Eufaula	28	24	19	22	24	22	18	187	33	17	31	30	32	28	23	194	351
Bibb County, Rural	376	351	349	270	267	258	273	2134	396	395	240	385	316	214	293	2289	4443
Blount County, Rural	1231	502	501	500	393	337	318	3785	1180	652	456	494	444	352	212	3740	7525
State Secondary Agricultural School							18	18							20	20	38
Bullock County, Rural	106	44	42	46	51	41	42	372	91	32	30	29	42	59	37	320	692
Union Springs	15	23	15	15	12	14	18	117	23	11	19	21	12	24	15	125	242
Butler County, Rural	556	233	250	237	223	167	156	1832	494	204	286	232	222	182	249	1770	3652
Greenville	40	20	15	15	15	12	10	127	39	16	18	20	20	15	20	150	277
Calhoun County, Rural	1043	400	404	358	302	252	209	3030	907	426	369	393	326	270	197	2898	5928
Anniston	360	170	160	112	112	82	52	1076	300	150	135	128	120	90	80	967	2046
Jacksonville	78	30	46	29	28	26	6	243	88	42	41	33	18	20	17	259	502
Piedmont	60	30	15	18	20	16	13	174	62	35	20	25	23	24	18	207	381
Chambers County, Rural	440	402	337	290	280	236	195	2160	485	410	358	302	275	240	310	2230	4440
Lanett	198	87	80	80	80	60	30	595	200	85	100	84	72	65	46	656	1250
Cherokee County, Rural	974	471	377	323	285	208	174	2322	797	292	355	361	264	209	185	2563	5385
Chilton County, Rural	1042	381	349	391	304	231	254	2932	911	245	343	363	295	228	273	2663	5595
Choctaw County, Rural	879	175	153	190	149	102	120	1463	468	279	132	197	129	112	126	1431	2899
Clarke County, Rural	416	315	215	192	157	140	77	1546	421	341	231	132	121	109	94	1589	3053
State Secondary Agricultural School																	
Clay County, Rural	1040	430	368	375	316	297	205	3079	886	411	327	377	317	254	261	3303	6973

Clatsop County, Rural	538	287	219	248	161	121	64	1798	854	249	260	236	173	173	76	1809	2407
Coffee County, Rural	1535	467	443	526	368	237	235	3816	1234	483	349	481	302	296	186	3336	7152
Conecuh County, Rural	58	22	32	32	30	29	183	183	40	40	36	36	27	36	---	215	398
Colbert County, Rural	503	263	208	391	190	145	109	1704	452	230	245	208	143	173	101	1552	3256
Sheffield	138	85	65	62	46	50	28	470	104	83	68	66	52	61	41	475	948
Tuscumbia	80	49	40	35	30	29	17	280	80	66	40	35	25	38	20	303	588
Conecuh County, Rural	442	226	194	201	166	198	132	1688	443	213	200	168	203	203	138	1572	3161
State Secondary Agricultural School							10	10							26	26	36
Cocosa County, Rural	860	169	154	162	149	130	145	1289	388	141	130	203	170	130	136	1298	2567
Covington County, Rural	1433	548	486	411	381	285	228	3752	1298	515	482	458	405	288	232	3593	7445
Andalusia	56	43	59	51	45	48	40	340	65	52	56	43	30	48	37	336	676
Florala	72	31	23	31	29	17	16	216	42	30	31	31	33	18	19	204	420
Crenshaw County, Rural	526	324	326	202	181	140	130	1829	632	381	308	244	198	182	167	2202	4031
Cullman County, Rural	1407	753	683	608	543	473	334	5119	1281	575	539	853	510	419	490	4363	9487
Cullman	78	35	43	43	36	34	24	335	83	36	47	50	34	62	37	349	684
Dale County, Rural	985	323	299	292	217	223	166	2514	1013	331	269	300	223	224	174	2623	5147
Ozark	24	27	14	14	13	17	16	126	37	30	17	15	13	16	16	133	258
Dallas County, Rural	124	56	73	75	73	63	55	522	107	62	61	63	56	56	44	453	973
Belma	121	37	110	93	83	83	68	645	123	91	74	81	87	72	60	394	1239
DeKalb County, Rural	1824	805	711	694	580	514	464	5613	1467	857	672	722	641	533	361	5053	10670
Elmore County, Rural	712	285	328	339	279	204	210	3367	647	295	263	314	250	250	257	2271	4628
State Secondary Agricultural School																	
Escambia County, Rural	732	186	301	266	262	161	136	2044	770	361	296	273	239	197	166	3201	4245
Atmore	54	24	38	18	25	20	17	181	36	21	27	22	21	24	10	161	342
Brewton (no report)																	
Etowah County, Rural	1227	420	408	402	284	567	219	3527	1021	469	423	502	324	822	226	3781	7308
Alabama City	301	102	85	57	63	46	21	574	180	94	89	92	57	47	31	590	1164
Attalla	32	46	30	29	29	22	14	262	71	75	41	23	33	24	16	238	540
Gadsden	348	152	116	121	96	94	65	837	264	135	143	136	144	87	94	993	1980
Payette County, Rural	335	202	173	169	193	113	80	1320	398	225	196	192	220	136	103	1380	2660
Franklin County, Rural	788	397	347	290	284	204	110	2430	769	344	392	333	308	267	171	2494	4914
Russellville	54	36	27	30	22	29	198	198	47	35	21	46	23	25	---	202	400
Geneva County, Rural	1336	522	443	467	399	293	214	3679	1152	486	463	524	449	319	281	3654	7333
Greene County, Rural	47	45	47	46	35	41	31	282	40	43	44	40	36	33	13	265	547
Hale County, Rural	226	74	77	70	62	60	67	626	154	90	102	91	95	69	75	676	1302

WHITE

COUNTIES AND CITIES	ENROLLMENT—MALE								ENROLLMENT—FEMALE								Grand Total, Males and Females, Grades 1-7
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	
Greensboro	25	12	13	17	14	10	8	89	8	11	16	9	16	16	15	96	195
Henry County, Rural	601	219	198	228	191	131	166	1734	581	201	168	238	198	132	112	1680	3364
State Secondary Agricultural School								14							10	10	24
Houston County, Rural	936	585	513	378	350	251	298	3221	910	597	555	406	368	327	264	3421	6642
Dothan	120	79	82	82	72	60	58	553	146	65	72	57	75	47	88	529	1081
Jackson County, Rural	1674	632	523	514	342	293	137	4206	1338	562	517	582	434	280	200	3943	8148
Bridgeport	76	38	14	46	15	19	10	217	89	32	13	51	13	23	12	238	450
Jefferson County, Rural	2725	1245	1213	1143	862	761	640	3689	2166	1196	1135	1234	927	840	676	3073	16682
Beasemer	247	126	130	129	108	102	82	923	291	146	121	112	117	114	81	892	1815
Birmingham	2269	1306	1277	1322	1154	1182	839	9349	2117	1144	1164	1404	1221	1157	943	9160	18499
Lamar County, Rural	889	369	342	290	277	232	243	2642	742	299	277	278	331	234	294	2453	5095
Landerdale County, Rural	700	560	536	582	394	388	246	3386	853	440	460	480	478	410	326	3245	6631
Florence	169	121	115	109	114	87	68	778	158	132	121	116	103	101	73	809	1582
Lawrence County, Rural	934	423	356	326	240	189	147	2626	773	321	230	308	268	224	163	2326	4951
Lee County, Rural	167	108	116	89	71	94	69	736	169	93	70	96	84	96	70	669	1405
Opelika	78	31	43	30	31	40	32	385	66	30	40	37	27	35	19	264	539
Phoenix	134	46	62	38	41	26	13	265	167	52	83	45	54	41	26	388	753
Limestone County, Rural	956	411	285	346	290	178	159	2425	810	337	591	376	288	216	183	2812	6437
State Secondary Agricultural School																	
Athens	40	27	24	26	24	18	24	183	46	21	32	20	20	24	38	223	405
Lowndes County, Rural	76	36	41	50	35	45	49	323	67	45	45	47	37	44	35	320	653
Macon County, Rural	97	55	53	56	44	47	34	356	32	43	30	65	53	53	31	357	743
Tuskegee	6	10	11	10	4	3	5	54	9	3	4	6	10	11	13	80	114
Madison County, Rural	1308	511	548	540	336	251	290	3335	1330	670	804	536	312	245	217	3502	7337

	84	83	85	64	62	63	24	466	82	44	60	60	60	54	63	31	394	799
Huntsville																		
Marengo County, Rural	258	148	117	164	113	140	111	1049	236	182	122	136	153	153	124	119	1019	2067
Demopolis	29	20	16	14	16	18	16	128	22	17	19	6	17	17	13	13	197	235
Marion County, Rural	1198	464	431	628	355	392	241	3621	1067	424	433	490	251	223	195	3282	6993	
State Secondary Agricultural School							16	16							25	25	51	
Marshall County, Rural	1248	599	459	516	485	349	342	3998	1112	596	490	591	449	382	326	3746	7654	
State Secondary Agricultural School							51	51							42	42	93	
Mobile County, Rural	779	392	379	351	255	212	168	2536	666	344	390	399	292	232	164	2418	4954	
Mobile	685	412	437	394	362	249	185	2586	582	425	405	377	389	279	310	2638	5294	
Monroe County, Rural	587	256	226	252	187	174	149	1819	474	291	241	217	173	204	174	1689	3508	
Montgomery County, Rural	251	116	142	156	142	104	111	1023	219	164	120	125	111	90	114	683	1905	
Montgomery	343	274	231	183	236	153	139	1859	344	261	239	263	243	232	135	1738	3297	
Morgan County, Rural	397	400	366	349	236	262	191	2791	784	334	335	336	263	269	196	2572	5273	
Albany	116	91	145	62	108	81	54	637	133	137	162	98	94	53	57	679	1316	
Decatur	45	35	42	33	46	30	30	243	43	35	42	33	40	39	29	243	486	
Hartselle	35	30	32	26	30	23	20	200	40	30	33	23	29	20	15	190	390	
Perry County, Rural	199	90	195	92	74	78	43	631	185	63	73	82	37	90	79	655	1336	
Marion	32	17	25	16	16	12	7	118	35	20	25	17	10	12	7	126	244	
Pike County, Rural	533	235	220	245	240	185	141	1894	453	297	219	249	253	175	164	1710	3514	
Pike County, Rural	661	254	266	233	227	143	125	1994	577	240	226	260	216	170	162	1853	3757	
Troy	50	47	33	41	36	45	25	277	48	32	36	42	39	34	42	273	550	
Randolph County, Rural	425	479	442	398	316	297	210	2847	455	519	415	374	295	293	362	2645	5292	
Roanoke	158	56	54	59	54	35	28	454	138	53	53	50	55	36	59	423	877	
Russell County Rural	104	73	69	60	46	25	35	416	33	55	53	40	40	30	30	331	747	
Girard	57	24	32	40	40	13	6	221	57	25	25	45	35	16	15	233	459	
Shelby County, Rural	367	393	390	416	304	224	249	2832	729	368	333	423	262	237	265	2716	5549	
St. Clair County, Rural	951	455	373	401	233	253	258	3929	803	490	334	393	376	312	302	2912	5941	
Sumter County, Rural	174	64	93	79	79	92	70	651	197	98	85	74	77	88	87	647	1298	
Talladega County, Rural	955	379	358	298	295	167	155	2517	776	316	267	397	219	193	172	2254	4771	
State Secondary Agricultural School																		
Sylacauga	68	29	30	19	29	16	24	215	52	32	22	26	31	24	34	221	426	
Talladega	130	77	72	44	43	44	30	444	118	61	61	67	45	28	32	407	947	
Tallapoosa County, Rural	802	352	290	198	283	191	237	2353	677	265	257	323	264	197	219	2142	4485	
Alexander City	35	23	17	19	27	13	27	161	24	14	31	19	26	19	27	150	311	
Tuscaloosa County, Rural	702	511	492	538	560	353	284	3399	699	591	467	300	477	462	363	3214	6804	

WHITE

COUNTIES AND CITIES	ENROLLMENT—MALE								ENROLLMENT—FEMALE								Grand Total, Males and Females Grades 1-7
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	
Tuscaloosa	136	117	101	108	82	66	58	648	189	118	101	182	78	74	79	721	1369
Walker County, Rural	1926	841	692	698	565	464	347	5533	1776	751	734	707	569	561	428	5526	11069
Jasper	46	27	30	33	34	31	17	222	41	31	29	21	34	35	19	211	433
Washington County, Rural	397	159	154	180	132	107	72	1201	296	149	177	149	141	125	132	1153	2359
Wilcox County, Rural	175	72	91	115	93	73	91	711	171	100	71	110	79	50	97	688	1399
Winston County, Rural	534	265	266	267	216	153	129	1535	531	243	263	377	222	158	131	1829	3664
Totals for Rural Districts	50497	22927	20854	20546	16925	13992	11900	157741	44472	21325	20187	20581	17315	15279	12687	151767	309508
Totals for Secondary Agricul. Schools	—	—	—	—	—	—	107	107	—	—	—	—	—	—	133	133	240
Totals for Cities	7215	4311	4157	3930	3541	3234	2389	28757	6818	4179	—	4212	3816	3404	3711	29140	57997
Grand Totals	57712	27238	25011	24576	20466	17226	14376	186605	51290	25504	24167	24793	21131	18674	15531	181040	367545

DEPARTMENT OF EDUCATION.

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WHITE

COUNTIES AND CITIES	ENROLLMENT MALE						ENROLLMENT FEMALE						Gr. Total, Male and Female, Grades 8-12.		Aggregate Attendance		Av. No. Da. Sch'l. was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Grades 8-12	Grades 1-7	Grades 8-12	Grades 1-7	Grades 8-12	Grades 1-7	Grades 8-12	Grades 1-7	Male.	Female.
Autauga County, Rural	43	23	9	2	78	78	57	26	3	5	91	168	125746	12154	118	118	1150	108	74	76	76	26
High School	21	19	10	11	61	61	28	25	15	17	86	146	21251	21251	163	163	536	130	—	—	—	65
Prattville	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Baldwin County, Rural	68	19	12	1	100	100	76	33	19	10	158	258	368180	32340	130	147	2986	220	80	31	5	—
Barbour County, Rural	44	33	16	7	100	100	69	47	15	12	143	243	252624	20210	152	152	1642	183	24	13	2	—
High School	14	20	13	5	57	57	11	5	16	7	39	96	13300	13300	165	165	31	81	—	—	—	—
Eufaula	18	14	9	3	49	49	23	23	12	—	57	106	54540	16020	180	180	303	89	—	—	—	—
Bibb County, Rural	56	47	31	1	135	135	72	52	46	—	170	305	350334	47328	148	174	2379	272	—	—	—	—
High School	38	36	15	17	106	106	34	34	35	11	114	220	36920	36920	176	176	4055	209	—	—	—	—
Blount County, Rural	34	28	2	—	64	64	39	42	3	—	84	148	441995	10356	109	109	—	95	—	—	—	—
High School	32	14	5	9	60	60	26	22	23	7	78	138	18597	18597	172	172	24	114	—	—	—	—
State Second Agri. School	14	6	9	8	37	37	22	18	4	6	44	81	4230	10710	180	180	—	59	—	—	—	—
Bullock County, Rural	25	19	16	1	61	61	34	18	8	4	64	125	78000	15744	156	164	600	96	51	6	6	—
Union Springs	15	7	7	2	32	32	17	16	11	6	50	82	32699	12088	173	173	189	70	10	13	—	—
Butler County, Rural	58	26	13	5	103	103	85	55	19	4	163	266	276222	22002	114	114	2423	198	—	—	—	—
Greenville	20	10	5	4	39	39	29	18	9	3	59	98	21052	8722	165	165	300	40	—	—	—	—
Calhoun County, Rural	49	18	8	3	71	71	64	29	6	4	103	174	439356	17336	123	137	3572	128	—	—	—	—
High School	25	14	14	5	58	58	19	18	11	13	56	114	15808	15808	160	160	87	87	—	—	—	—
Anniston	23	12	11	4	50	50	30	26	17	20	92	142	160196	14200	157	157	1300	100	—	—	—	—
Jacksonville	12	9	6	3	30	30	13	12	13	16	48	78	57879	9820	177	177	327	56	—	—	—	—
Piedmont	8	3	6	4	23	23	7	7	6	3	23	45	46482	6049	180	180	259	33	—	—	—	—
Chambers County, Rural	65	58	47	39	209	209	84	69	56	51	250	469	553250	61875	165	165	3250	375	69	23	23	26

WHITE

COUNTIES AND CITIES	ENROLLMENT MALE						ENROLLMENT FEMALE						Gr Total, Male and Female, Grades 8-12		Aggregate Attendance		Av. No. Da. Sch'ly was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
	ENROLLMENT MALE						ENROLLMENT FEMALE						Gr Total, Male and Female, Grades 8-12		Aggregate Attendance		Av. No. Da. Sch'ly was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Gr Total, Male and Female, Grades 8-12		Grades 1-7	Grades 8-12	Av. No. Da. Sch'ly was Actually in Session		Grades 1-7	Grades 8-12	Grades 1-7	Grades 8-12
High School	16	16	17	9	57	57	21	12	23	13	71	123	16854		170	92	170		760	92		
Lanett	16	16	7	4	37	37	23	17	15	8	53	100	136800		180	80	180		9427	80		
Cherokee County, Rural	30	11	5	4	41	41	32	18	16	10	50	91	332419		97	46	97		3427	46		
High School	11	9	2	1	23	23	13	10	10	1	24	48	10980		111	68	111		3839	68		
Chilton County, Rural	45	13	2	1	61	61	36	13	20	8	50	111	9315		176	81	176		2175	81		
High School	33	9	12	9	63	63	55	22	20	8	105	168	20240		126	115	126		2175	115		
Choctaw County, Rural	50	21	8	3	74	74	73	33	7	2	113	187	274050		176	110	176		2175	110		
High School	11	11	9	2	30	30	6	6	2	12	22	52	7523		176	42	176		2175	42		
Clarke County, Rural	153	94	28	59	399	399	171	103	72	26	434	833	158040		90	420	90		1756	420		
High School	12	16	13	9	50	50	10	4	8	9	43	95	13406		180	74	180		74	74		
State Second. Agri. School	14	6	7	7	34	34	14	11	10	7	42	76	12033		178	59	178		59	59		
Clay County, Rural	60	56	40	7	163	163	53	64	33	9	169	332	449114		124	310	124		3622	310		
High School	33	17	23	8	81	81	36	32	9	7	84	135	19088		178	112	178		3294	112		
Cleburne County, Rural	14	10	3	4	31	31	17	9	8	5	39	70	10279		93	68	93		3294	68		
High School	88	20	2	2	112	112	85	36	15	8	143	255	352704		96	170	96		3674	170		
Coffee County, Rural	46	23	18	5	87	87	56	26	18	9	100	196	26593		130	147	130		3674	147		
High School	51	11	1	5	62	62	76	10	10	7	86	147	12028		172	111	172		230	111		
Enterprise	10	5	1	8	23	23	10	3	6	7	23	43	6477		180	35	180		1875	35		
Colbert County, Rural	43	22	7	9	61	61	41	30	7	7	63	106	21217		169	126	169		594	126		
High School	14	7	2	3	23	23	30	26	8	6	61	95	12000		180	80	180		360	80		
Bethfield																						
Tuscumbia																						

	38	25	7		130	63	42	9		113	223	265916	22185	122	124	2136	177	21	15	30	16
Conceh County, Rural																					
High School	19	5	4	5	24	24	16	5	4	49	88		9036		170		59				
State Second, Agri. School	10	27	10	3	50	26	19	13	8	68	116	5665	16525	172	172	38	96				
Coosa County, Rural	53	30	7	6	86	52	13	6	5	75	161	270408	15319	120	140	2253	113				
High School	20	7	5	6	38	28	16	4	2	50	88		11763		172		68				
Covington County, Rural	93	39	21	19	172	75	23	25	24	152	324	492599	29400	103	105	4782	280				
High School	24	12	6	4	46	31	7	13	10	60	106		10975		176		62				
Andalusia	26	14	14	2	56	38	26	15	11	93	149	82363	20435	180	180	457	113				
Florida												48509		180		270					
Crenshaw County, Rural	98	80	52	48	315	140	124	80	77	492	907	339184	99842	116	138	2924	728				
High School	12	7	7	5	32	12	11	8	12	43	75		9023		170		53				
Cullman County, Rural	80	16	6		101	78	13	8		94	195	662500	12424	100	122	6825	102				
High School	61	29	17	9	116	41	40	25	18	124	240		32495		170		197				
Cullman												96924		180		539					
Dale County, Rural	52	46	24	14	144	69	44	29	17	172	315	550877	38400	137	160	4021	240	30	5	81	6
Ozark	18	17	12	13	60	19	20	14	13	56	126	41290	20520	176	176	234	116				
Dallas County, Rural	20	7	6		33	20	20	10	3	53	86	107104	10717	164	164	653	65				
High School	18	17	6	2	43	24	23	11	4	62	105		13275		163		51				
Selma	64	46	23	12	162	31	59	33	7	226	388	163622	57063	170	170	962	335				
DeKalb County, Rural	32	19	11	4	86	53	21	12	3	94	180	671375	20010	106	160	6333	125				
High School	21	10	11	7	49	21	10	4	3	43	92		10782		177		61				
Elmore County, Rural	96	24	4	1	129	72	22	12	6	112	241	403837	20354	119	134	3835	151				
High School	42	13	15	5	75	49	15	16	8	86	163		23783		175		136				
State Second, Agri. School	17	16	9	4	48	23	13	9	14	69	117		16478		163		98				
Escambia County, Rural	25	7	3	1	86	31	16	1	4	52	88	269876	7112	113	113	2378	63				
High School	17	13	14	10	54	27	15	24	10	76	130		17994		176		102				
Atmore												45841		180		254					
Brewton (no report)																					
Stowah County, Rural	50	13	2		85	60	28	5		93	163	466434	12460	122	140	3897	89				
High School	29	31	5	17	85	53	36	17	14	120	206		25860		177		146				
Alabama City												103860		180		577					
Attalla												52092		180		269					
Gadsden	58	44	19	11	132	35	44	26	26	181	313	227171	43306	177	177	1284	245				
Fayette County, Rural	53				53	62				62	715	113455	11236	112	112	1013	101	10		17	
High School	26	11	13	11	61	36	25	3	11	89	141		18422		178		103				

WHITE

COUNTIES AND CITIES	ENROLLMENT- MALE						ENROLLMENT- FEMALE						Gr. Total, Male and Female, Grades 8-12.	Aggregate Attendance		Av. No. Da. Sch'ly was Act-ually in Session	Average Daily Attendance		Pupils Transport- ed at Public Exp.			
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12.	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12.		Grades 1-7	Grades 8-12		Grades 1-7	Grades 8-12	Male,	Female.		
Franklin County, Rural	59	10	7	6	82	65	17	6	3	91	173	273675	13524	89	89	3075	152					
High School	62	22	11	4	99	47	29	9	15	100	199		28185	178	178		163					
Russellville												50700		169	169	200						
Geneva County, Rural	45	32	28	7	112	55	21	26	5	108	328	519059	22541	103	145	5029	155					
High School	15	14	5	2	36	20	21	18	11	79	108		13352	164			81					
Greene County, Rural	20	8	8	1	37	30	6	8	2	59	87	56620	10335	149	159	380	65					
Male County, Rural	18	13		1	32	25	14	3	1	43	75	137598	6808	145	148	942	46					
Greensboro	4	4		1	9	16	18	15		49	53	26981	8263	174	174	155	48					
Henry County, Rural	34	7	1		42	45	18	8		71	113	249708	9553	134	134	1863	71	26	26	1		
High School	33	14	6	5	48	14	14	4	3	37	85		10558	180	180		59					
State Second, Agri. School	14	15	10	8	47	16	14	17	7	54	101	3737	16099	177	177	29	89					
Houston County, Rural	46	15	8	2	71	61	25	13	6	105	176	478390	15031	120	120	3957	125					
High School	15	9	4	1	29	13	23	12	4	52	81		10516	173	173		61					
Dothan	54	43	23	14	134	45	61	28	23	157	291	141514	40707	175	175	808	234					
Jackson County, Rural	72	28		1	101	71	43	11		125	226	491760	19173	99	128	4947	150	4	4	8	6	
High School	47	30	13	3	93	46	17	15	13	89	168		24624	172	172		143					
Bridgeport	4				4	6				6	10	88060	1260	173	173	219	7					
Jefferson County, Rural	200	97	35	6	338	289	198	51	5	546	884	1690327	107034	146	173	10123	619	345	309	244	317	
High School	92	39	26	19	176	81	72	35	23	216	392		51253	170	170		301					
Bessemer	101	59	32	14	215	154	74	59	35	325	641	230125	72625	175	175	1815	415					
Birmingham	645	357	205	117	1345	789	528	242	145	1683	3032	2509311	483592	177	177	14143	2726					
Lamar County, Rural	69	12	3	3	87	51	14	12	4	111	193	341293	13129	163	113	3316	160			17		

High School	38	19	8	8	8	16	7	9	89	144	18640	177	106	106	26	2
Lowland County, Rural.	55	22	—	—	—	35	—	—	184	181	686576	120	144	5305	34	—
High School	37	12	4	3	—	21	17	1	71	127	13077	178	85	—	—	—
Lowland County, Rural.	61	25	21	2	—	39	27	9	155	264	171487	166	172	1033	—	—
High School	29	28	10	2	—	18	12	2	72	141	287038	92	104	3120	—	—
Lowland County, Rural.	34	14	9	5	—	11	10	13	65	118	15818	180	88	—	—	—
High School	36	19	8	—	—	22	10	—	74	137	126188	146	91	878	—	—
Lowland County, Rural.	11	12	16	5	—	16	15	20	62	109	15320	173	86	—	—	—
High School	23	19	22	7	—	31	13	19	93	164	18370	170	111	161	6	4
Lowland County, Rural.	7	—	—	—	—	—	—	—	3	12	83930	176	9	478	—	—
High School	68	15	2	—	—	15	4	—	80	166	612315	140	100	4373	15	—
Lowland County, Rural.	7	4	4	2	—	6	7	4	25	42	6170	176	35	—	—	—
State Second. Agri. School	34	21	14	7	—	36	31	29	124	300	26880	180	128	—	—	—
Atkins	—	—	—	—	—	—	—	—	—	—	52510	178	—	398	—	—
Lowndes County, Rural.	31	31	—	—	—	40	—	—	81	143	65883	142	103	464	—	—
High School	8	15	3	—	—	6	9	1	26	52	8977	176	40	—	—	—
Macn County, Rural	29	11	3	—	—	20	6	—	36	81	89100	162	71	550	1	9
High School	15	18	5	5	—	9	9	2	35	73	9476	175	54	—	—	—
Tuskegee	10	5	4	—	—	10	5	3	29	48	17073	176	41	98	—	—
Madison County, Rural	100	29	11	17	—	34	31	27	192	349	537687	128	245	452	45	48
High School	14	6	9	1	—	5	2	7	19	49	7275	180	40	—	—	—
Huntsville	24	36	21	16	—	61	13	13	322	231	33352	176	192	504	—	—
Marengo County, Rural	42	23	7	—	—	21	8	1	100	172	225020	151	131	1400	—	—
High School	11	9	7	1	—	13	4	6	39	67	9690	178	54	—	—	—
Demopolis	11	10	4	3	—	17	4	7	39	67	35200	160	55	320	—	—
Marion County, Rural	59	12	7	—	—	9	16	—	93	201	567088	121	184	4636	—	—
High School	50	23	11	5	—	17	10	5	65	154	16388	171	96	—	—	—
State Second. Agri. School	33	42	33	16	—	17	17	10	74	269	7563	176	156	43	—	—
Marshall County, Rural.	109	40	12	10	—	36	16	10	184	325	650050	114	167	4825	—	—
High School	43	17	10	5	—	44	10	4	78	153	20385	168	121	—	—	—
State Second. Agri. School	52	24	33	14	—	28	23	11	96	233	11245	173	158	59	—	—
Mobile County, Rural	50	33	6	4	—	71	33	7	185	216	533920	160	173	3387	20	264
Mobile	149	96	103	45	—	242	121	114	541	1034	693140	173	884	4006	—	—
Monroe County, Rural	61	17	2	2	—	91	26	4	123	205	309320	140	95	3213	14	19
High School	15	12	15	17	—	16	15	17	76	129	19360	176	110	—	—	—

WHITE

COUNTIES AND CITIES	ENROLLMENT—MALE						ENROLLMENT—FEMALE						Gr. Total, Male and Female, Grades 8-12		Aggregate Attendance		Av. No. Da. Sch'l was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
	ENROLLMENT—MALE						ENROLLMENT—FEMALE						Gr. Total, Male and Female, Grades 8-12		Aggregate Attendance		Av. No. Da. Sch'l was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total, Grades 8-12	Gr. Total, Male and Female, Grades 8-12		Aggregate Attendance		Av. No. Da. Sch'l was Actually in Session		Average Daily Attendance		Pupils Transported at Public Exp.	
																					Male	Female
Montgomery County, Rural	55	17	23	3		98	32	27	20	11		146	238	196177	29114	170	170	1153	171	245	85	118
Montgomery	173	125	67	47		417	243	155	102	105		586	1023	450303	140116	163	163	2532	859			
Morgan County, Rural	27	22	15	9		73	24	32	9	8		74	147	215124	9906	99	99	2173	100			
High School	28	26	16	8		78	32	19	13	18		87	145	23761		176			135			
Albany	52	22	15	9		98	56	43	38	13		155	253	163221	35117	166	166	1019	205			
Decatur	16	8	4	2		30	13	12	10	6		41	71	58300	9540	180	180	327	53			
Hartselle															49920		169	273				
Perry County, Rural	33	16	4	5		58	38	11	10	3		67	125	108300	10296	123	123	350	73	18	1	6
High School	27	14	10	8		59	34	26	20	13		83	142		18716	176		112				
Marion															21520		123	200				
Pickens County, Rural	93	34	13	9		139	100	43	32	16		191	329	286400	29444	103	103	2781	286	51	3	1
High School	24	8	2	3		43	10	24	14	14		62	104		12309	173		71				
Pike County, Rural	41	11				52	31	10	3			44	96	353769	12126	141	141	2699	56	19	3	6
High School	8	6	10	2		26	8	16	9	2		35	61		8862	175		51				
Troy	33	26	15	6		80	35	33	21	13		110	190	69245	24790	167	167	414	148			
Randolph County, Rural	110	98	88	25		321	150	110	90	35		385	706	396080	49166	119	122	3323	405	66	16	19
High School	29	19	11	7		66	21	28	8	18		76	143		18459	180		103				
Roanoke	31	19	13	6		69	29	21	14	17		81	150	90990	18938	157	157	616	121	10		14
Russell County, Rural	20	20				40	20	20	11			51	91	93960	11486	103	103	580	71			
Glard	9	3	2			14	6	5	4			14	23	54360	4840	174	174	312	30			
Shelby County, Rural	57	5	11	6		82	60	25	13	3		103	185	434913	11402	146	144	3020	79	36		21
High School	24	9	11	10		54	20	16	16	8		61	115		10353	178		91				

DEPARTMENT OF EDUCATION

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St. Clair County, Rural	98	29	25	7	164	110	66	20	17	213	377	445883	43146	112	141	3981	206					
High School	10	4	0	2	31	14	16	4	9	43	64		9496		175		54					
Sumter County, Rural	63	49	23	5	140	79	48	29	12	183	303	146029	33532	174	175	840	192	41	5	33	11	
High School	6	9	2	4	21	11	9	11	6	37	58		8096		175		46					
Talladega County, Rural	70	21	11		102	86	26	12		126	228	352937	23373	130	147	2715	159	132	20	187	25	
High School	9	7	7	7	30	15	7	9	9	40	70		9649		177		54					
State Second. Agri. School	30	13	17	21	81	30	25	16	10	81	162		21009		172		122					
Sylacauga												64040			175		366					
Talladega	38	15	4	5	62	31	15	13	7	66	128	91041	17770	174	174	623	102					
Tallapoosa County, Rural	124	42	25	3	195	91	41	30	8	186	381	345753	38870	123	130	2811	299	27	5	13	5	
High School	17	8	14	3	42	10	7	11	5	33	75		9876		170		58					
Alexander City	29	19	6	7	61	30	17	15	10	72	133	41500	16600	166	166	250	100					
Tuscaloosa County, Rural	45	25	15	10	95	55	45	22	13	140	235	473220	18780	110	123	4302	146	15	3	22	4	
Tuscaloosa	85	40	30	15	170	69	45	31	32	177	347	172130	49913	173	161	275						
Walker County, Rural	118	42	12	8	130	179	54	28	2	263	443	855736	49923	113	139	7252	359	14		16		
High School	43	20	18	30	137	46	40	24	22	132	259		32595		172		139					
Jasper												77940		130		306						
Washington County, Rural	21	6	6		33	30	9	3		42	75	181469	6500	110	125	1549	52	10		8		
High School	10	11	6	3	30	12	11	9	5	37	67		3891		130		48					
Wilcox County, Rural	43	14	17	8	32	52	34	25	12	123	205	138462	21315	141	146	932	145	60		63		
High School	20	7	7	10	44	13	6	7	14	49	84		11519		170		53					
Winston County, Rural												212423		103		2790						
High School	43	15	7	6	71	40	10	4	6	60	131		16547		177		94					
Totals for Rural Districts	3945	1739	871	101	51	7061	4631	2320	1128	569	103	36517	2	124	135	198314	11167	2214	520	3244	669	
Totals for Co. H. Schools	1435	343	556	334	10	3223	1441	981	731	552	14	3729	6957		174		4146					
Totals for Sec. Ag. Schools	216	172	152	33		530	232	180	146	93		649	1279		175	175	137	965				
Totals for Cities	1922	1153	725	396	12	4213	2333	1633	1017	712	41	5741	9954		172	172	8241	26		31		
Grand totals	7530	3912	2304	1359	73	13073	8542	5124	1923	163	18680	33752		125	187	235720	24519	2240	520	3275	669	

COLORED

COUNTIES AND CITIES	ENROLLMENT MALE							ENROLLMENT--FEMALE							Grand Total, Males and Females, Grades 1-7		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		Grade 7	Total, Grades 1-7
Autauga County, Rural	357	94	72	43	33	18	6	623	354	136	108	107	58	33	12	808	1431
Prattville	17	3	10	4	2	1		37	15	5	11	6	4	3		44	81
Baldwin County, Rural	307	117	86	67	39	17	6	641	275	141	97	78	61	39	17	708	1349
Barbour County, Rural	626	418	368	167	78	26	19	1792	538	361	225	94	81	43	20	1842	3044
Eufaula	24	27	22	18	14	12	6	122	85	31	28	21	22	20	9	166	288
Gibb County, Rural	141	146	109	94	80	43	46	659	162	142	134	116	69	51	70	743	1402
Blount County	48	23	22	12	2	2		108	54	24	27	10	9	1		125	233
Bullock County, Rural	966	317	274	136	112	33	8	1846	930	392	250	161	176	61	28	1998	3842
Union Springs	48	22	16	7	6	2	2	103	41	22	26	21	6	4	5	125	224
Butler County, Rural	337	170	122	96	46	13	7	846	397	197	139	109	83	28	10	963	1809
Greenville	25	20	20	15	7			87	35	26	30	20	12			122	209
Calhoun County, Rural	350	158	107	90	55	15	4	779	356	165	118	119	48	37	10	853	1632
Anniston	100	90	90	80	65	40	19	484	129	110	95	100	70	50	50	604	1083
Jacksonville	37	12	7	8	2	2		68	73	8	8	8	14	3		114	132
Piedmont	13	13	8	13				52	15	13	14	13	6		3	74	126
Chambers County, Rural	505	421	339	282	303	140	60	2050	525	438	357	296	219	161	73	2069	4119
Lanett	60	40	38	40	18	20	3	219	60	35	40	42	16	18	5	216	436
Cherokee County	119	50	43	35	20	8	2	277	98	55	45	39	27	5	3	270	547
Chilton County	262	110	74	61	36	8	3	553	239	108	81	73	52	17	9	584	1137
Choctaw County	331	119	101	112	84	45	6	798	332	137	100	147	96	45	14	870	1663
Clarke County	98	39	111	121	106	218	77	770	101	51	143	191	134	266	72	958	1723
Clay County	64	58	72	42	38	4		273	72	67	34	49	47	7	2	323	606
Cleburne County	42	17	12	9	14	5	6	108	37	16	13	12	7	5	6	95	203
Coffee County, Rural	256	99	69	32	32	10	5	502	233	97	89	54	32	20	17	536	1039

Enterprise	29	18	19	16	5	3	4	91	44	37	23	24	15	13	146	237
Colbert County, Rural	375	150	76	73	49	29		751	292	125	132	132	35	64	794	1535
Sheffield	42	36	37	8	6	3	2	134	49	46	17	9	17	14	153	257
Tuscumbia	49	30	35	28	15			140	30	40	25	22	20	15	162	302
Conecuh County	776	183	134	100	40	33	16	1276	653	185	180	170	85	61	1373	2849
Cocosa County	271	170	146	82	37	26	4	736	237	204	169	120	57	37	832	1618
Covington County, Rural	365	113	73	56	20	15	5	652	331	132	111	91	51	36	773	1425
Andalusia	83	31	9	10	6			133	66	32	17	19	9	6	130	277
Floral	41	5	7	7	3	2	1	71	33	14	9	6	5	2	78	159
Greenshaw County	138	104	106	98	72	45	17	370	144	126	131	122	99	76	719	1289
Gulman County, Rural	25	6	15	10	13	5	3	77	15	3	19	8	2	2	49	126
Collman																
Dale County, Rural	190	82	31	20	26	20	4	373	319	92	68	31	29	23	461	834
Osark	29	13	15	17	13	17	16	116	24	22	18	31	17	20	144	260
Dallas County, Rural	1298	878	401	392	321	49		3331	1554	1033	516	455	344	56	3959	7290
Selma	100	53	50	46	32	30	13	339	118	71	73		48	47	453	797
DeKalb County	50	40	17	16	15	7		145	37	30	26	13	8		114	259
Elmore County	324	140	145	117	94	36	8	873	323	147	155	142	108	53	846	1819
Escambia County, Rural	179	83	47	44	11	8	3	255	213	82	45	53	33	27	471	826
Atmore	97	13	20	9	4	1	1	145	73	27	13	16	3	6	143	293
Brawley (no report)																
Etowah County, Rural	123	28	45	31	31	2	2	252	114	37	47	17	25	5	235	487
Alabama City																
Attalla	33	30	15	7	7	1		93	40	21	13	19	14	3	104	197
Gadsden	158	53	52	30	22	10	9	344	143	50	55	39	23	25	369	713
Fayette County	36	43	23	14	7			172	90	46	24	15	6		132	354
Franklin County, Rural	74	37	29	27	7	1		175	75	42	39	31	18	16	221	398
Geneva County	138	143	54	36	34	4	2	445	220	162	65	35	30	3	523	971
Greene County	375	322	363	208	125	77		2273	901	649	319	213	140	55	2282	4569
Hale County, Rural	407	257	163	133	39	44	10	1224	607	313	242	230	143	67	1613	2942
Greensboro	12	4	6	12	9	4	3	56	12	23	7	37	12	12	112	162
Henry County	357	181	93	73	35	25	5	763	393	208	108	101	60	33	916	1679
Houston County, Rural	145	98	94	70	64	46	55	572	133	119	98	30	62	68	618	1190
Dothan	152	53	52	43	17	12		323	142	67	59	60	22	17	370	699
Jackson County, Rural	139	70	51	30	19	4		371	163	64	67	53	24	13	376	747

COLONEL

COUNTIES AND CITIES	ENROLLMENT MALE							ENROLLMENT FEMALE							Grand Total, Males and Females Grades 1-7.		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total, Grades 1-7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		Grade 7	Total, Grades 1-7
Bridgeport	2105	873	630	498	342	149	48	4637	2025	941	796	625	491	268	108	5152	9719
Jefferson County, Rural	384	206	118	77	49	14	20	870	467	309	180	106	64	39	55	1194	2064
Bessemer	2071	1012	771	563	342	188	153	5099	2075	989	957	823	533	369	255	6017	11116
Birmingham	203	33	59	51	37	20	5	458	193	57	48	51	54	24	8	433	591
Lamar County	448	171	107	190	67	40	18	1041	394	135	175	76	44	17	14	758	1799
Lauderdale County, Rural	50	40	30	13	10	5	4	162	55	48	29	15	14	7	5	183	386
Florence	263	169	196	87	53	30	6	894	279	171	110	125	66	22	13	786	1590
Lawrence County	715	258	164	112	68	27	6	1345	658	298	267	89	96	46	7	1461	2506
Lee County, Rural	50	15	17	12	10	9	7	130	53	14	19	19	17	18	22	167	287
Opelika	20	18	15	10	5	4	2	75	35	22	12	12	7	6	7	96	171
Phoenix	319	125	97	89	51	25	5	693	315	145	110	90	61	41	15	797	1490
Limestone County, Rural	6	4	3	2	1	1	16	38	8	6	4	3	2	2	35	41	
Athens	846	329	211	190	122	65	15	1769	818	323	253	213	145	60	12	1828	3597
Lowndes County	846	407	301	205	112	75	23	1968	933	392	351	275	247	118	23	2345	4311
Macon County, Rural	32	41	26	24	16	14	133	183	79	37	40	59	39	38	—	232	475
Tuskegee	826	229	189	129	56	27	7	1251	518	409	199	163	110	31	7	1436	2637
Madison County, Rural	57	34	42	29	23	9	11	295	52	30	43	28	48	27	11	338	438
Huntsville	712	324	225	201	98	63	42	1665	737	366	312	269	199	114	71	2010	3673
Martango County, Rural	40	15	10	4	2	2	4	78	20	25	25	18	32	4	3	127	206
Demopolis	36	17	10	19	8	8	—	96	43	13	9	20	7	6	—	100	195
Marion County	36	37	22	19	10	7	6	137	40	27	33	25	15	6	2	153	290
Marshall County	795	305	178	149	95	53	18	1484	748	301	197	228	146	103	58	1673	3157
Mobile County, Rural	265	116	171	119	68	56	26	917	334	159	197	154	123	63	67	1160	2077
Mobile	798	263	296	135	69	21	3	1494	710	297	241	204	114	83	14	1858	3152
Montrose County, Rural																	

DEPARTMENT OF EDUCATION.

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Montgomery County, Rural	1645	579	422	245	148	94	27	3229	1550	567	422	265	139	58	2489	6713
Montgomery	449	243	221	168	113	81	28	1324	418	239	240	129	120	87	1493	2817
Morgan County, Rural	44	14	21	12	7	1	1	100	32	19	13	6	5	2	95	195
Albany	40	11	14	7	10	4		86	46	11	13	6	8	5	100	186
Decatur	50	15	25	15	15	10	10	140	75	20	29	16	15	16	185	225
Hartsville	16	14	8	4				42	15	12	5				39	81
Perry County, Rural	419	191	154	72	36	13	17	906	439	238	183	99	25	35	1169	2975
Marion	10	8	4	4				26	15	10	12	4			48	74
Pickens County	656	235	150	110	65	39	7	1262	660	265	220	115	40	30	1490	2752
Pike County, Rural	681	188	111	79	32	8	1	1098	624	183	149	79	24	1	1218	2313
Troy	172	34	34	23	12	7	3	285	153	51	48	28	18	7	346	681
Randolph County, Rural	350	143	107	84	41	25	10	760	329	176	129	52	25	7	817	1577
Roanoke	55	25	19	6	3	2	2	113	44	20	20	5	5	2	117	239
Russell County, Rural	532	180	120	74	56	41	21	1024	619	231	139	71	56	40	1249	2273
Girard	20	8	9				1	45	65	10	18	2		1	98	146
Shelby County	370	138	81	62	50	38		731	301	129	89	54	51		899	1420
St. Clair County	282	107	78	43	36	9	11	516	270	111	71	54	33	12	616	1132
Sumter County	1189	582	423	322	161	81	21	2829	1132	609	439	307	76	38	2797	5426
Talladega County, Rural	994	323	245	171	91	55	5	1884	840	331	271	159	168	39	2039	3923
Talladega	60	31	15	12	15	14		147	44	40	20	25	44		190	337
Tallahassee County, Rural	823	197	169	139	61	16	7	1191	549	232	196	93	70	25	1816	2506
Alexander City	12	11	8	9	7	5	2	54	14	15	10	9	8	3	71	125
Tuscaloosa County, Rural	402	313	185	145	75	55	55	1230	532	235	204	198	100	124	1400	2630
Tuscaloosa	87	44	23	33	19	8	8	218	74	52	36	34	30	21	305	523
Walker County, Rural	354	194	100	35	55	21	7	816	333	126	114	50	58	29	820	1638
Jasper	20	5	2	5	4			25	8	8	7	1	1	4	24	70
Washington County	158	34	51	17	11	4		275	133	59	70	22	5	2	381	653
Wilcox County	319	129	84	68	56	49	33	732	394	119	133	53	70	41	865	1597
Totals for Rural Districts	29221	12757	9120	6867	4219	2190	813	65158	28378	13755	10572	5353	3336	1468	71830	136938
Totals for Cities	5282	2576	2098	1516	971	587	376	12396	5368	2373	2522	1490	1117	762	15369	29765
Grand totals	34503	15333	11208	8383	5191	2787	1189	78554	33746	16128	13094	7343	4455	2170	88199	166703

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DEPARTMENT OF EDUCATION.

Coffee County, Rural																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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DEPARTMENT OF EDUCATION.

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Mobile County, Rural	3	2	15	5	19	6	2	29	34	302572	4405	159	173	1903	25
Mobile	6	14	15	35	37	63	19	119	154	234021	21400	173	173	1352	124
Monroe County, Rural	2	1		3	2	3		5	8	197200	400	80	80	2465	5
Montgomery County, Rural	20			20	35			35	55	330338		92		3591	
Montgomery										315433	8134	163	163	1986	50
Morgan County, Rural										9300		93		300	
Albany					5			5	5	20955	814	170	170	128	4
Decatur	3	4		12	15	10	7	32	44	45900	5940	180	180	255	33
Hartselle										7800		120		55	
Perry County, Rural										102742		94		1093	
Marion	2	2		4	6			6	10	6400	588	128		50	
Pickens County										117100		53	84	1700	7
Pike County, Rural										69834		62		1107	
Troy	40	20	5	65	45	15	3	63	128	47087	6020	167		281	
Randolph County, Rural										81355		86	86	946	70
Roanoke										18415		127		145	
Russell County, Rural	1	1		2	2			2	4	190900	450	100		1909	
Girard										18130		134	134	125	3
Shelby County	2			2	1			1	8	51480		65		792	
St. Clair County	5			5	4			4	9	74546	350	87	130	858	2
Sumter County										239971	650	94	110	2553	6
Talladega County, Rural										184094		83		2218	
Talladega										25287		136		186	
Tallapoosa County, Rural	2			2	3			2	2	135912	246	84	123	1618	2
Alexander City	2	1	1	5	3	2	1	3	5	12780	540	180	180	71	3
Tuscaloosa County, Rural	4			4	9			9	13	161230	890	84	88	1920	10
Tuscaloosa	4	2	1	9	10	4	3	19	23	53084	1687	178	176	298	9
Walker County, Rural										156307	3717	131	163	1107	24
Jasper										5000		120		50	
Washington County										34138		68		502	
Wilcox County	7	6	4	21	11	8	7	33	54	73150	288	70	80	1045	4
Totals for Rural Districts	130	55	16	209	211	82	28	384	543			87	109	84094	312
Totals for Cities	146	80	51	294	369	208	120	753	1052			155	167	19663	699
Grand totals	276	135	67	503	580	290	148	1092	1595	11714295	158641	114	131	102757	1211

RECEIPTS

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Federal and State Aid for Vocational Classes	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Town appropriation, not District Tax	From State Appropriation	Total	Overdrafts
Autauga County, Rural	\$ 637	\$ 29619		\$ 4153	\$ 1294		\$ 318	\$ 4776	\$ 15583			\$ 3000	\$ 56279	
High School	12	289					1163			546			5091	
Prattville	118	6415					1914			500	300		9247	
Baldwin County, Rural	23952	83053	7855	12429	2201				14922	2175			146593	
Barbour County, Rural	535	56660					1781		9147	1618			63741	
High School	1						486			120		3000	2637	41
Eufaula		8250					1500				3750		13510	
Bibb County, Rural	8152	48282			225								56659	
High School		3500												
Blount County, Rural	296	60847	1734	4375					17860	39			85141	
High School		1665					713			35		3000	5414	
State Secondary Agricul. School	319						950			2242		4900	10415	
Bullock County, Rural	1	44423			1674		3346	1320	2300				51390	
Union Springs		12500								234	2349		18583	
Butler County, Rural		58261					1122	6594					65977	
Greenville	6	6500					1401				600		8507	
Calhoun County, Rural	11214	69637	9189		1853		3606		8324	345			104473	
High School		1150					463			98		2000	4916	290
Anniston	279	35000					5613						46054	182
Jacksonville		6626	2700				902			80			10363	
Piedmont	357	6490	2645				582						10284	
Chambers County, Rural	62	81730	4787		3375		16131	20852	39900	1027			188477	637

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Federal and State Aid for Vocational Classes	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Town appropriation, not District Tax	From State Appropriation	Total	Overdrafts
High School	24	4584					2295			1548		3000	11551	
Cullman	921	4300	3988				1485			46			10740	
Dale County, Rural	2421	48984		580			1000	4290	14102				71287	
Ozark	166	7400					1250			80	500		9360	
Dallas County, Rural	6087	57896						4044					67976	
High School	1044	1837					480					3008	6870	
Selma	496	55676	17809				1065			471			75517	
DeKalb County, Rural	2968	78408	58 3		488		5241	2000	21000	2071			124999	88
High School	125						470			45		3000	3641	
Elmore County, Rural	3428	57615	3842		425		3025	4050	6250	105		3000	78660	
High School	47	420					819			1292			5578	
State Secondary Agricul. School	425				1399		1254	2273		3304		6757	15322	
Facambria County, Rural	13101	46071	18601					714	24832	1956			105275	
High School	249	1200					655			50	100	3000	5854	
Atmore		2484	2418				1843			1005	250		7500	
*Brewton		4788											4785	
Etowah County, Rural	700	64586	2569	19860		250			12808	957			100740	
High School		3750					1770			2152		3000	10472	
Alabama City	12	7000	4300				3			3818	3818		14638	
Attalla	218	4440					2079			18	1712		2457	
Gadsden		21625	11600				1923				10441		51180	5000
Fayette County, Rural	163	44597		1900			4683		2431	151			54038	

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Federal and State Aid for Vocational Classes	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Town appropriation, not District Tax	From State Appropriation	Total	Overdrafts
High School	98						165			234		3000	3497	
State Secondary Agricul. School	1510				1236		1621			725		4500	9754	
Athens		6250											6250	
Lowndes County, Rural	1326	32267								105			35708	
High School							393			1		3000	3294	
Macon County, Rural		40792			1210		537		3545				46204	
High School	98	950					393			170	1200	3000	4611	48
Tuskegee		5470					359			1701			19230	
Madison County, Rural	123	105451		000	1344	5700	859		25865				156485	
High School	325	105					413			771		2000	4639	
Huntsville		16906					57				19219		35181	
Marengo County, Rural	13563	54380					1999	3224	6550	1573			92156	
High School	179	550					369			64		3000	4163	
Damopolis	414	9759					1755			1444			19363	
Marion County, Rural	212	39516	18440		861		2992	11016		415			73653	
High School	78						644			17	150	3000	2839	270
State Secondary Agricul. School	29				1232		2939	51		1075		4837		
Marshall County, Rural	3000	55135	2166					11842	20000	1016			102161	
High School		995					1465						5450	
State Secondary Agricul. School	20				1812		3240	900		2569		3000		
Mobile County, Rural	20	80439		61372			354			60394		4500	202522	
Mobile	31	264646		9000	331	8039				2125			227602	2892

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Monroe County, Rural	2907	59771	4754				8423	27000				102800
High School	3	1251				152	964			1185		6403
Montgomery County, Rural	3322	124399	153379	943						13277	3000	300286
Montgomery	7191	87326	90000									187330
Morgan County, Rural	15915	69800	4886					9950				101321
High School	4	1899								29	3000	6129
Albany		19700										43779
*Decatur	1524	6300										15046
*Hartselle		4700										6728
Perry County, Rural	6951	38083						450		10		45494
High School	743	1800								132	3000	6750
*Marion	2857	5349				4274				66		13687
Pickens County, Rural	393	55277		2921			3983	13028	8497	950		85049
High School		300		1286			635			3357	3000	8578
Pike County, Rural		48070	1500				1698	1700	19065	9031		81064
High School	4						350			28	3000	3382
Troy	3792	13000	7231			65	1806			49	7445	40388
Randolph County, Rural		57846	7191				1185	2080	22800	3000		100102
High School	33	1147					980			107	3000	5267
Roanoke	137	6500	5085				2318			1200		15665
Russell County, Rural	2209	41657						1000				44866
Girard		9000									1913	12476
Shelby County, Rural	4536	61080	2631	1350			1563			6000		78325
High School	27	1800		1550			1117			2169	3000	9663
St. Clair County, Rural	38433	68302	6078	2254		450	2361	4870	9375	2322		102105
High School	691						247			109	3000	4047
Sumter County, Rural	1828	61412					3758	600	3340	700		71638
High School	32	1200					412			426	3000	5615
Talladega County, Rural	13098	73706	1096	2247		33		20573		1773		112526
High School							426			926	3000	4352
State Secondary Agricul. School	202			1433			1683	600		1061	5400	10405
Sylacauga	250	6415					740					7405
Talladega		19569	500									22353
Tallapoosa County, Rural	1067	63717	572	89			3887	6672	4464	1194		81662

*1918-19 Receipts.

RECEIPTS—Continued

NAME OF COUNTY AND CITY	Balance on hand from previous year	Public Funds, including Gen. Fund, Poll Tax, Bonus Fund and County Fund	District Taxes	Loans, Bond Sales, War- rants, Gen'l Prop. Tax not already specified	Federal and State Aid for Vocational Classes	From Sales of Property, Etc.	Matriculation, Inciden- tal Fees, Etc.	Supplement by Patrons for Salaries, Etc.	For Alteration and Erection of School- houses	From all Other Sources	Town appropriation, not District Tax	From State Appropriation	Total	Overdrafts
High School	107	600					382			141		3000	4180	
Alexander City		5502	2485				4050			54			12091	
Tuscaloosa County, Rural		117189	1506				650	3368	18260		8500		140948	
Tuscaloosa		25453			60		13210						65242	17819
Walker County, Rural	3	109813	5764	3000	4644	46	5936	1977	10933	1846			148061	
High School		9650			1422		1195			1410		3000	16677	
Jasper		5523					2931	2632	9300	92	2500		10964	
Washington County, Rural	2772	36803		14300		101	308			69		3000	4039	
High School	122	450								885			59473	12
Wilcox County, Rural		39114	16677	2790									4315	
High School		1100					385			30		3000	39557	
Winston County, Rural	456	37670		1232						746		3000	6499	
High School	1	1350					903							
Rural Districts	\$265602	\$4142075	\$3569896	\$409	\$36234	\$12005	\$140122	\$131203	\$632177	\$178987			\$3831317	\$3607
High Schools	\$8126	\$69428			\$5734		\$41832			\$26613	\$3910	\$171000	\$331275	\$1582
Secondary Agricultural Schools	\$3102	\$4884			\$12509		\$15386			\$12604	\$4223	\$40600	\$93334	\$24
Totals for Cities	\$80331	\$1423071	\$528702	\$65780	\$5306	\$16967	\$93141			\$49468	\$136132		\$2495246	\$36548
Grand totals	\$3667161	\$5609458	\$3835598	\$466189	\$62373	\$24872	\$220631	\$181203	\$692177	\$287662	\$143383	\$211500	\$9761172	\$41764

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS

NAME OF COUNTY AND CITY	Salaries of County and City Superintendents	Salaries of Assistant Superintendents	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Supervisors	Salaries of Supervising Principals	Salaries of Teachers and Principals	Teaching Supplies, etc.	Total Expenses of Instruction
Autauga County, Rural High School	1500	199	686	2385			30749	318	31067
Prattville						890	3700	145	7744
Baldwin County, Rural	2824	1351	261	4236	438		77082	178	77671
Barbour County, Rural High School	2023		2200	4223			47422	910	48332
Eufaula	2250		200	2450		750	2975	100	9760
Blount County, Rural High School	1500	290	442	2232			50158		50158
State Secondary Agricultural School	2100	1126	371	3596			55721		55721
Bellock County, Rural			58	58		2100	4571		5875
Union Springs	2000	281	778	2057	1103		32247	1023	34372
Butler County, Rural	2834		92	2926			9810	111	9921
*Greenville	2500	210	2165	5975			57571	1124	58695
Calhoun County, Rural High School	1500		25	1525			6075	40	6120
*Anniston	2560	1700	1476	5726		2150	62407	275	64832
Jacksonville	2400		279	2679			4284	84	3318
Piedmont			11	11			53284	10	7836
Chambers County, Rural High School	1900	274	49	49			7820	49	7869
			1836	4110			106681	431	106112
							4058		

*1918-19 Disbursements.

DEPARTMENT OF EDUCATION.

State Secondary Agricultural School	56	56	1800	2173	3973
Coosa County, Rural	1443	2943	580	40000	40650
High School				3670	
Covington County, Rural	634	3434		60704	60740
High School				4884	
Andalusia	108	2508		16091	16278
Florala	74	1574		6814	6853
Crenshaw County, Rural	958	3658	200	65600	66278
High School				3525	
Cullman County, Rural	259	3429		67578	68278
High School				7900	
Cullman	50	50		6870	7220
Dale County, Rural	460	2460		52253	52659
Ozark				8410	8410
Dallas County, Rural	900	4950	1113	49657	50770
High School				4455	
Selma	2356	5713	4133	44663	49296
DeKalb County, Rural	262	2362		81133	81976
High School				3225	
Elmore County, Rural	1416	3367	2925	61202	64437
High School				3691	
State Secondary Agricultural School	56	56	2208	7126	9334
Escambia County, Rural	1233	4986		46627	46627
High School				4355	
Atmore	65	1565		4815	4832
*Brewton					
Etowah County, Rural	1883	4883		56816	57569
High School				6182	
Alabama City		1660		10792	10900
Attalla	41	1241		5135	5276
Gadsden		2700	2010	35731	38307
Fayette County, Rural	2069	3539		42257	42257
High School				4625	
Franklin County, Rural	1292	3924		45530	45807
	1635	997			

•1918-19 Disbursements.

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County and City Superintendents	Salaries of Assistant Superintendents	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Supervisors	Salaries of Supervising Principals	Salaries of Teachers and Principals	Teaching Supplies, etc.	Total Expenses of Instruction
High School							4210	75	5475
Russellville	2000		1575	3575	487		5400		66213
Geneva County, Rural							4519		
High School							35052	75	25900
Greene County, Rural	1400		101	1501	773		32606	753	33323
Hale County, Rural	2250		764	3014	405		7537	29	7575
Greensboro							34723		37030
Henry County, Rural	2000		2012	4012	308		4406		
High School							1852		2769
State Secondary Agricultural School			56	56		1917	63763	20	62903
Houston County, Rural	1200	375	1690	2665	130		3229		
High School							23858	1343	28161
Dothan	2750		300	3550		960	63853	1065	69358
Jackson County, Rural	2775	720	454	3949			4995		
High School							4055	15	4020
Bridgeport							551062	3094	378319
Jefferson County, Rural	5000	2220	20637	27857	9093	14950	10443		
High School							51357	900	62100
Beauregard	3900		910	3910		9543	704010	27675	756845
Birmingham	5417	4375	7787	17579		23100	45911	16	48927
Lamar County, Rural	1575	300	721	2596			3351		
High School							71133	40	75097
Lauderdale County, Rural	2000	1020	3804	6484	1734				

DEPARTMENT OF EDUCATION.

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DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Salaries of County and City Superintendents	Salaries of Assistant Superintendents	Other Expenses of Administration and Supervision	Total Expense of Administration and Supervision	Salaries of Supervisors	Salaries of Supervising Principals	Salaries of Teachers and Principals	Teaching Supplies, etc.	Total Expenses of Instruction
Morgan County, Rural	1854		700	2550			99993	77	91070
High School							4892		
Albany	2160		461	2621			26852	593	27355
*Decatur	1665			1665			9405	267	9672
*Hartselle							4230	23	4253
Perry County, Rural	2874			4156	195		38855		34059
High School							4963		
*Marion						1409	3596	9	5005
Pickens County, Rural	2090		1096	3096	752		67461	421	68334
High School							3793		
Pike County, Rural	2400		190	2590			59562	1693	52260
High School							3120		
Troy	2690		728	3226		1359	19699	763	21998
Randolph County, Rural	1800	1102	299	3097		560	59710	50	60260
High School							3930		
Roanoke	2006		125	2125			11265	75	11340
Russell County, Rural	2100		1116	3216			20896	361	21257
Girard	1350			1350			7920	1210	9210
Shelby County, Rural	1890		2124	2914			62392	1000	63392
High School							4799		
St. Clair County, Rural	2062	840	777	3679			76332	796	77128
High School							3048		
Sumter County, Rural	2000		138	2138			54416	576	54992

High School	3600	1771	5371	1220		3416		64476
Talladega County, Rural						63256		
High School						3765		
State Secondary Agricultural School		56	56		2300	3943		6243
Sylacauga	1600		1600			4815	25	4840
Talladega	2100	185	2285			17085	52	17137
Tallapoosa County, Rural	1800	620	2420	420		61073	495	61988
High School						3335		
Alexander City						10240	75	10315
Tuscaloosa County, Rural	3600	1777	6337		1900	110182	200	112282
Tuscaloosa	2700	900	3600		3180	41108	750	45038
Walker County, Rural	2525	3153	7577	1939		96356	6589	104884
High School						8271		
Jasper	2000		2000			7560	100	7660
Washington County, Rural	1625	1140	2765			33262		33262
High School						2985		
Wilcox County, Rural	2900	627	3464			46305		46305
High School						5050		
Winston County, Rural	1875	233	2860			36691		36691
High School						5050		
Rural Districts	\$ 144101	\$ 98299	\$ 277025	\$ 33322	\$ 39263	\$4079522	\$ 36773	\$4188880
High Schools						\$ 243691		\$ 243691
Second Agricultural Schools		\$ 504	\$ 504		\$ 18422	\$ 30374		\$ 48796
Totals for Cities	\$ 72343	\$ 4875	\$ 307861	\$ 384579	\$ 70036	\$1436519	\$ 42683	\$1549238
Grand totals	\$ 216444	\$ 39000	\$ 406664	\$ 662108	\$ 127721	\$5790106	\$ 79456	\$6030605

*1918-19 Disbursements.

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Vocational Agriculture	Other Expenses	Balance on Hand	Total
Antauga County, Rural	\$ 3228				\$ 1583	\$ 2023			\$ 2343	\$ 56279
High School		120	267	499	21	151		242	1	5001
Prattville		380	470	453				200		9247
Baldwin County, Rural	682			1451	31849	2499		3191	24975	146593
Barbour County, Rural	1693	130	343	1264	1601	454		1013	9607	68741
High School		285	392					6		3628
Beaufaula		400	396	200		300		260		13510
Bibb County, Rural				132	500			101	3536	56659
Blount County, Rural			4847	161	15018	1807		1125	2268	85141
High School		326	391	188		40		4		5414
State Secondary Agricultural School		833	204			242	1280	355	1669	10415
Bullock County, Rural	5227	72	1903	808	3260	290		97	4014	51290
Union Springs	210	415	459	436	748	273		284		16583
Butler County, Rural									1307	65977
*Greenville		342	200	235				85		8507
Calhoun County, Rural		375	2956	12049		1600			17085	104473
High School		136	255	120		74		377		5206
*Anniston		2434	1683	2363		57		1714	1301	46054
Jacksonville		249	843	33	19	313		20	499	10363
Piedmont		278	283	132		250		361	480	10234
Chambers County, Rural		1200	4508	8300	29900	1708		495		138477
High School	2160	99	117	344		37		162	326	5083

DEPARTMENT OF EDUCATION.

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Janett	800	2000	5000	4000	300	1226	6726	25970
Cherokee County, Rural		1680	1855	12428	2000	418	6726	88329
High School	148	479	844	18	132	263	44	4670
Chilton County, Rural	40	207			261	624	9436	40283
High School	270	249	460		44	358	27	5508
Choctaw County, Rural	9	287	559	5148	203	1511	3811	51019
High School	50	26	180	128	124	50	3	3380
Clarke County, Rural	507	741	922	2641			5085	52347
High School	176	83	10		128	252	250	5469
State Secondary Agricultural School	870	295	167		50	147	1278	7915
Clay County, Rural	1000	4000	3000	7440	2008	2365	4886	87572
High School	94	188	557		105	160		4764
Cleburne County, Rural	1735	47	2810	246	125		26	32401
High School	78	100	225	10	165	277		3847
Coffee County, Rural	335	628	788	10455	1500	12850		97050
High School	210	238	257		148	700	173	6848
Enterprise	352	250		3200	98			9450
Colbert County, Rural				36018	6252	250	2526	100733
High School	104		130			202	105	3505
Shelfield	1015	850	250		500	1416	272	25093
Tuscumbia	140	550	5500		3500			23015
Conecuh County, Rural	360	358	8779	10775	5000	1875		88116
High School	135	198	186		59	240	283	4908
State Secondary Agricultural School	874	246	170		5	697	271	8275
Coosa County, Rural		1454	1576	18000	1884	496	14	85017
High School	69	95	10	73	48	186	100	4251
Covington County, Rural				2615	631	6314	3350	77048
High School	265	116	480		141	603	1	6483
Andalusia	498	677	470	5438	980	1440		28171
Floral	272	272	146	1300	54	1135		11708
Crenshaw County, Rural	143	2040	2380	11860	3104		3619	95926
High School	66	182	391					4164
Gallman County, Rural		5312	3376	37656	2605	1632	3261	124850

*1918-19 Disbursements.

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Vocational Agriculture	Other Expenses	Balance on Hand	Total
High School		690	900	1590		140		96	323	11551
Cullman		400	300	50	350	400		35	1975	10740
Dale County, Rural	455		415	1151	10000	4102			42	71287
Ozark		325	200	200				175	50	9360
Dallas County, Rural		632	630	1075	954			1014	7281	67076
High School		75	75	393		155		475	742	6370
Belma		2720	2200	2300	2300	2500		4039	2390	75517
DeKalb County, Rural	5000	862	5212	2220	11343			17905	94	124999
High School		94	97	117		27			144	3784
Elmore County, Rural		615	2300	520	5030	700		75	1816	78660
High School		238	100	290		112		1955	23	5578
State Secondary Agricultural School		971	647	1030		394	2599	267	34	15322
Escambia County, Rural				587	34451	2295		1625	14704	105275
High School		156	86	423		30		134	90	5364
Atmore		100	300	23		73	333	272		7509
Brewton								4785		4785
Etowah County, Rural			116	3453	14647	190		15323	4546	100740
High School		450	1000	1943		227		600	370	10672
Alabama City		721	294			414		23	616	14639
Attalla		481	406	410		151			507	9457
Gadsden		2057	3220	4705	125	909				51139

DEPARTMENT OF EDUCATION.

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Fayette County, Rural	162	1000	2883		3521	600				23	54086
High School		139		231		91			125	470	5081
Franklin County, Rural		257	3221	307	26954	99				71	80640
High School		315	415			95				150	5285
Russellville		450	200						190		6315
Geneva County, Rural			563	480	20599	2576			2	349	94362
High School		120	211	149		245		1989		24	7257
Greene County, Rural		250	1200	244	84					6818	35997
Hale County, Rural			383	287		346			96	9344	47298
Greensboro		286	287	453	290	30			83	313	9817
Henry County, Rural	693	6	247	6667		15			435	4434	53539
High School		176	290	25	26	79			269	295	5565
State Secondary Agricultural School		639	221	2				2622	125	896	8330
Houston County, Rural			943		518				829	5771	73629
High School		100	52	185		100			106	108	3880
Dothan		1572	2897	1327		1264			1011		39782
Jackson County, Rural	1137	495	2251	1750	11032	562			1277	6935	98756
High School		365	235	228		26			794		6643
Bridgeport		180	185			265			85		4735
Jefferson County, Rural	24469	16544	10631	27408	201411	27610			237434	66056	1017639
High School		1014	295	7		194		2502	53	15	14523
Bessemer		4107	3428	5485	41180	1934			784		122928
Birmingham		56042	28713	23538	47909	28882			39808	11107	1010423
Lamar County, Rural	324	340	4820	962	8200	1835			1555	2000	71619
High School		108	273	183	22	22			72	474	5085
Lauderdale County, Rural	702			3059	26914	2052			7607	12173	134890
High School		80	144	116	7	182			104	10	5463
Florence	2124	2923	1273	2343	4533			1342		295	52673
Lawrence County, Rural		50	300	720	23639	750			1450	1383	84952
High School		144	141	153	132	87			97		4794
Lee County, Rural	8104	381			8882					1085	62126
High School		145	250	173	100	60			294	26	8066
Opelika								1957		3	19018
								2944			

*1918-19 Disbursements.

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Vocational Agriculture	Other Expenses	Balance on Hand	Total
Phoenix	430	200	260					50	2117	12290
Lincoln County, Rural	104		3766	1566	1262	2564		558	5648	96701
High School		33	194	80				192	83	2497
State Secondary Agricultural School		237	255	328			2928	419	1141	9754
Athens		90	190							6250
Lowndes County, Rural		127	82	113		100			1121	25798
High School		40	207	1842	2597			134	108	3394
Macon County, Rural	1174	16	83	457		111		1852	399	46284
High School		270	86	1332		256		428		4684
Tuskegee			2011	2707	26463	11876		2135	1235	10230
Madison County, Rural	15638	180	11	570		391			548	166485
High School		1442	2268	785	224			540	181	4639
Huntsville		142	706	1270	1650	1200		1647	16230	36181
Marengo County, Rural		151	256	82						92156
High School		546	523	277				22		4152
Demopolis			2992		1220			35		13363
Marion County, Rural								1337	3623	73553
High School		125	74	205		70		200		4159
State Secondary Agricultural School		729	727	216		70	2677	596	357	10264
Marshall County, Rural				2407	21000	590		1197	4465	103162
High School		140	216	214		125		296		5450

DEPARTMENT OF EDUCATION.

State Secondary Agricultural School		1046	491	445		63	2949	1266	2361	12551
Mobile County, Rural	18220	3468	2422	7471	13806	2866		21152	917	203532
Mobile										287802
Monroe County, Rural	1190			341	21610			10641	5801	102855
High School		150	398	391	210			1024		6403
Montgomery County, Rural	38799	2089	1006	2492	115970	20967		20240	7428	300286
Montgomery		8836	2964	1916		1985		7267	21379	187330
Morgan County, Rural		170	736	533	209	16		1876	4161	101321
High School		145	308	221		131		500	21	6129
Albany	9250	2148	1082	137	100	31		803	312	43779
*Decatur		432	677	457				110	2033	15046
*Hartselle		322	594	127		14		232	536	6728
Perry County, Rural	887				900	100		27	5374	45494
High School		207	100	204		204		587	486	6750
*Marion		118	144	157	4220	224		1382	2437	13687
Pickens County, Rural	1150	552	786	1143	4850	1046			3790	85049
High School		150	265	139		64	1942	2210	10	8578
Pike County, Rural	120	75		765	18300	1492		5457	5	81064
High School		48	84	11		71		47	1	3382
Troy		966	1362	1979	1749	7753		362	1189	40388
Randolph County, Rural	2341	676	397	3543	22800	2686		542	3050	101102
High School		312	200	250				547	28	5267
Roanoke		550	900	300	100	300	50			15665
Russell County, Rural					1000			96	9297	44866
Girard		221	326	196	599	107		370	77	12476
Shelby County, Rural	390	250	950	1230	6000	1579		100		78329
High School		307	174	710	204	80	2200	1170	118	9663
St. Clair County, Rural	143	329	1006	4091	14558	473		687	11	102105
High School		67	175	45					712	4047
Sumter County, Rural	1142	437	637	1419	4206	1068		1563	4051	71639
High School		119	125	390	327	50		1170	18	5615
Talladega County, Rural	10398			60	13729	4610			13882	112526
High School		153	159	10				437		4524

*1918-19 Disbursements.

DISBURSEMENTS—Continued

NAME OF COUNTY AND CITY	Transportation	Wages of Janitors and Other Employees	Fuel, Water, Lights, Etc. (Operation)	Repairs and Replace- ments, Etc.	New Buildings, Grounds, Etc.	New Equipment	Vocational Agriculture	Other Expenses	Balance on Hand	Total
State Secondary Agricultural School										10406
Sylacauga		295	232	81		454	2363	713		7496
Talladega		240	206	190		190		315	18	22352
Tallapoosa County, Rural	846	533	250	602		1250				81582
High School		555	1867	1773	1769	757		533	3908	4180
Alexander City		107	131	383		61		25	123	12091
Tuscaloosa County, Rural		340	550	550		203		54		146943
Tuscaloosa	548	83	2000	940	16369	1400		298	8	55242
Walker County, Rural		2500	1350	2050	5190	3875		1129		148901
High School	354	2251	5472	2152	13857	5783		2435	3099	16677
Jasper		500	457	619		595	1932	3906	8	10954
Washington County, Rural		555	251	399					248	66058
High School				1180	18753			2213	4952	4029
Wilcox County, Rural	3693	128	72	330	27	97		219	181	59478
High School		142	237	150	3850	400		1000		6499
Winston County, Rural				590		57		413	10	39557
High School		142	237	590		36			6	8499
Rural Districts	\$ 159411	\$ 28326	\$ 566	\$ 1	\$1082540	\$ 160439		\$ 39027	\$ 362127	\$6881217

High Schools		\$ 10824	\$ 12142	\$ 16968	\$ 1306	\$ 5397	\$ 11922	\$ 22284	\$ 6753	\$ 381276
Secondary Agricultural Schools		\$ 6197	\$ 3269	\$ 2549		\$ 1361	\$ 19990	\$ 4796	\$ 5872	\$ 93334
Total for Cities	\$ 12514	\$ 101482	\$ 66389	\$ 66568	\$ 123968	\$ 66813	\$ 4594	\$ 73884	\$ 51226	\$2495245
Grand totals	\$ 171925	\$ 166829	\$ 176668	\$ 225141	\$1157811	\$ 298010	\$ 36506	\$ 506591	\$ 425978	\$9751172

STATE SECONDARY AGRICULTURAL SCHOOLS—FINANCIAL STATEMENT—Continued

Disbursements

LOCATION	Salary of president	Salary of other teachers	Wages of janitors, farm superintendents and hands	Insurance	Fuel, water, light, supplies	Salary of secretary-treasurer	Equipment	Vocational agriculture	Repairs and replacement of equipment	Other expenses	Balance on hand	Total
Abbeville	\$ 1,916.56	\$ 1,862.50	\$ 639.54	\$	\$ 220.56	\$ 56.00	\$	\$ 2,621.98	\$ 2.15	\$ 125.11	\$ 896.10	\$ 8,830.60
Albertville	2,100.00	3,894.00	1,046.50	330.00	490.98	56.00	66.10	2,949.06	114.89	1,366.18	235.63	12,561.30
Athens	1,999.92	2,250.00	237.50	60.00	256.04	58.00	68.67	2,997.65	268.11	419.58	1,140.97	9,764.89
Blountsville	2,100.00	3,576.00	832.75		104.07	56.00	242.40	1,280.33		554.91	1,569.51	10,415.97
Kvergreen	1,800.00	2,173.50	574.00	165.00	246.08	56.00	5.00	2,882.83	4.63	596.97	271.23	8,875.24
Hamilton	1,997.20	2,729.50	729.00	160.46	727.10	56.00	79.06	2,677.24	155.87	595.75	357.28	10,264.47
Jackson	1,999.92	2,829.94	870.00	104.95	295.37	56.00	50.00	219.76	63.83	147.12	1,277.37	7,914.76
Sylacauga	2,300.00	3,943.84	297.50	36.40	231.88	56.00	454.35	2,263.29	55.00	717.72		10,405.48
Wetumpka	2,205.33	7,126.15	970.79	411.18	647.13	56.00	394.20	2,598.45	618.42	267.45	24.09	15,322.22
Totals	\$16,422.03	\$30,874.98	\$ 6,197.58	\$ 1,267.99	\$ 3,269.21	\$ 504.00	\$ 1,361.78	\$19,990.66	\$ 1,282.90	\$ 4,790.75	\$ 5,872.70	\$98,834.48

COUNTY HIGH SCHOOLS

Receipts

COUNTIES	Balance from Previous Year.....	From State Appropriation...	From Town or City	From County Board of From County	Board of Revenue	From Matricula- tion Fees	From Smith Vocational Fund—Federal	From Smith Vocational Fund—State	From all other Sources.....	Total.....	Deficit.....
Autauga	\$ 13	3,000		\$ 230		1,168			546	5,001	
Barbour	1	3,000				466			120	3,587	41
Bibb	229	3,000		3,500		1,225			21	7,975	
Blount		3,000		1,633		713			35	5,414	
Calhoun		3,000		1,160		983			93	4,916	290
Chambers	541	3,000		965		547				5,052	
Cherokee	5	3,000		300		723			642	4,870	
Chilton	211	3,000	275	675		1,257			80	5,008	
Choctaw	138	3,000				242				3,380	
Clarke	106	3,000		1,150		513			600	5,469	
Clay	53	3,000		100		1,044			254	4,551	212
Cleburne		3,000				389			171	3,560	287
Coffee	1	3,000	300	500	1,349	1,348			250	5,348	
Colbert	58	3,000				281			267	3,606	
Conecuh	25	3,000		1,300		501			82	4,908	
Coosa	117	3,000		540		494				4,261	
Covington	3	3,000	1,235	625		605			1,021	6,489	
Crenshaw	215	3,000		500		416			33	4,164	
Cullman	24	3,000		4,584	1,500	2,395			48	11,551	
Dallas	1,044	3,000		1,837		489				6,370	
DeKalb	125	3,000		420		470			46	3,641	68
Elmore	47	3,000				819			1,281	5,578	
Escambia	349	3,000	100	1,200		645			59	5,364	
Flowah		3,000		3,750		1,770			2,152	10,672	

DEPARTMENT OF EDUCATION.

Fayette	620	3,000	250	315			892				254	5,081	
Franklin	174	3,000	250	790			1,071					5,285	
Geneva	23	3,000		1,150			432	900	544	1,208		7,257	
Henry	207	3,000	250	1,165			695			248		5,565	
Houston	358	3,000					451			71		3,880	
Jackson	6	3,000	550	1,423			1,450					6,439	204
Jefferson	45	3,000		8,581			320	1,006	748	823		14,523	
Lamar	434	3,000		600	7		971			23		5,035	
Lauderdale	409	3,000		675	200		698			481		5,463	
Lawrence		3,000		870	200		609			115		4,794	
Lee		3,000		3,600			532	600	678	256		8,066	
Limestone	98	3,000					165			234		3,497	
Lowndes		3,000					393			1		3,394	
Macon	98	3,000		950	152		393			18		4,611	43
Madison	335	3,000	255	165			418			516		4,689	
Marengo	170	3,000		550			369			64		4,153	
Marion	78	3,000	150				644			17		3,889	270
Marshall		3,000		995			1,455					5,450	
Monroe	3	3,000		1,251			964			1,185		6,403	
Morgan	4	3,000		1,899			1,197			29		6,129	
Perry	743	3,000		1,800			1,075			132		6,750	
Pickens		3,000		300	200		635	810	476	3,157		8,578	
Pike	4	3,000					350			28		3,382	
Randolph	33	3,000		1,147			980			107		5,267	
Shelby	27	3,000		1,800	500		1,117	900	650	1,669		9,663	
St. Clair	691	3,000			75		247			34		4,047	
Sumter	32	3,000	545	1,200	258		412			168		5,615	
Talladega		3,000					426			926		4,352	172
Tallapoosa	107	3,000		600			332			141		4,180	
Walker		3,000		9,650			1,195	912	510	1,410		16,677	
Washington	122	3,000		450			398			69		4,039	
Wilcox		3,000		1,100			385			30		4,515	
Winston	1	3,000		1,850			903			745		6,499	
Totals	\$ 8,126	\$ 171,000	\$ 3,910	\$ 69,428	\$ 4,441	\$ 41,882	\$ 5,128	\$ 3,606	\$ 22,172	\$ 329,693	\$ 1,583		

COUNTY HIGH SCHOOLS

Disbursements

	Salaries of Principals	Salaries of Other Teachers	Wages of Janitors	Insurance	Fuel, Water, Light, Power, etc.	New Books for Library	Equipment	Vocational agriculture	Repairs and upkeep	New grounds and buildings, alterations	Other expenses	Balance on hand	Total
Autauga	\$ 1,300	\$ 2,200	\$ 120	\$ 125	\$ 287		\$ 151		\$ 363	21	242	1	5,001
Barbour	1,350	1,625	285		362						6		3,623
Bibb	2,410	4,736	265		179	26	55		45		14	245	7,975
Blount	1,784	2,837	320	121	391		40		67		4		5,414
Calhoun	1,800	2,434	136	75	256	27	74		55				5,206
Chambers	1,650	2,408	90	59	117		57		155			325	5,053
Cherokee	1,500	1,562	143	200	479	13	132		344	13		44	4,670
Chilton	1,650	2,440	270	160	249		44		300			87	5,593
Choctaw	1,500	1,350	50	160	30	50	124			123		3	3,380
Clarke	1,500	3,070	176	19	53		128					259	5,469
Clay	1,450	2,210	94	243	188		105		314				4,764
Cleburne	1,500	1,492	78		100	5	165		225	10			3,847
Coffee	1,620	3,510	210	220	230		143		37			173	6,949
Colbert	1,500	1,575	104	109								105	3,806
Conecuh	1,500	2,320	135	113	199	12	59		73			269	4,908
Coosa	1,375	2,295	89	10	95	45	48					100	4,251
Covington	2,000	2,884	265	161	115	9	141		319	73		1	6,439
Crenshaw	1,500	2,025	65	257	132				184				4,164
Cullman	2,500	5,400	600	506	906	20	120		1,090			323	11,551
Dallas	1,600	2,655	75	120	75	10	155		273			742	4,970
DeKalb	1,400	1,825	94	102	87		27		15				3,704
Elmore	1,500	2,191	238	165	160	40	112		134			23	5,575
Escambia	2,000	3,355	153	160	94		98		283			96	6,364
Etowah	2,000	4,182	450	306	1,006		227		1,547			279	10,572

DEPARTMENT OF EDUCATION.

[illegible]

WHITE

COUNTIES	No. of One-Teacher Schools having			No. of Two-Teacher Schools having			No. of Three-Teacher Schools having				No. of Four-Teacher Schools having			No. of Five-Teacher Schools having			No. of Six or More Teacher Schools having			Total, all White Schools having			
	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	High School grades only	Both Elem. & H. S. grades	Elementary grades only	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	High School grades only	Grand total			
Autauga	13	5	18		10	10	1	2		3										14	18		32
Baldwin	48	8	56	4	6	10	1	5		5										53	24		77
Barbour	31	13	44	3	5	11		4		1										35	27		62
Bibb	29	29	58	10	1	11	6	2		8										45	8		53
Blount	40	2	42		21	21		13		13	1									42	39		81
Bullock	4	4	8		7	7		4		4										4	15		20
Butler	20	14	34	2	20	22		5		5										22	42		64
Calhoun	25	8	33	5	11	16		6		6	2									33	28		61
Chambers	5	14	19		21	21	1	2		2										6	45		51
Cherokee	46	5	51	15	3	18	2	3		5										64	8		72
Chilton	20	5	25	20	7	27	2	9		11										43	31		74
Choctaw	21	18	39	3	10	13		5		5										24	33		57
Clarke	34	21	55	1	11	12	1	1		2										37	36		73
Clay	30	8	38		25	25		5		5										31	37		68
Cleburne	48		48	15		15					1									64			64
Coffey	21	6	27	12	18	30	4	5		9	1									38	35		73
Colbert	14		14	7	8	15	1	6	4	11										22	20	4	46
Conceh	28	4	32	13	6	19	2	6		8										44	18		62
Coosa	25	6	31	6	5	12		2		2										35	17		52
Covington	53	53	106	9	12	21		9		9	1									63	23		91
Crenshaw	20	15	35	6	26	32	5	7		12	5									26	50		76
Cullman	44	44	88	26	4	30		10		13										38	33		111
Dale	29	29	58	12	17	29		3		3										41	23		64
Dallas	9	2	11	4	6	10		3		3										13	14		27
DeKalb	49	49	98	23	7	30	4	3		13										27	23		50
Elmore	19	7	26	5	22	27	2	4		6										27	23		50
Etowah	47	5	52	7	4	11		1		1										54	10		64
Flomah	36	5	41	14	13	27	3	6		9										51	25		76

	1883	417	2390	614	671	1395	79	397	4	380	40	121	161	10	85	75	25	87	112	2632	1557	4	4893
Geneva	13	6	19	31	11	22	7	2		9					1	1		1	1	48	22		75
Greene	11	7	16	1	3	3									1	1		1	2	42	22		84
Hale	17	7	24	3	7	9		2		2	1		1					1	1	12	10		22
Henry	13	4	16	7	14	21		5		5	1		2			2		1	1	20	16		36
Houston	29		39	21	16	35	1	1		2										51	15		66
Jackson	76	5	81	12	14	28		3		3			3		1	1				89	25		114
Jefferson	32		32	24	2	26	14	3		17	12	11	23	3	6	9	8	14	22	93	36		189
Lamar	42	8	45	12	15	27	1	3		4	1	1	1		1	1		1	1	55	24		79
Lauderdale	48		43	3	20	23	2	5		7	1	5	6							49	30		79
Lawrence	42	1	43	20	4	24	3	4		7		1	1		1	1		1	1	65	12		77
Lee	11	16	27		4	4		5		5		2	2	1		1				12	27		39
Limestone	27		27	10	12	22		11		11		5	5							37	26		65
Lowndes	13	11	24		11	11	1			1										14	22		36
Macon	11	7	18		7	7		1		1	1		1							12	15		27
Madison	21		21	12		12		4		4		6	6		6	6		5	5	33	21		54
Marengo	22	20	42	3	12	15				4	1		1		1	1				26	37		63
Marion	33	6	44	22	15	37		4		4			7		1	1			2	52	29		91
Marshall	27	6	33	9	24	35		9		9		2	2					3	3	38	42		80
Mobile	23		22	9		9	4	1		5	4		4		5	5		2	2	43	8		51
Monroe	33	11	44	5	15	29		4		4	1		1					2	2	39	32		71
Montgomery	6	2	7	4	4	8		2		4	1		1				2	2	4	14	10		24
Morgan	20	17	37	25	1	26	1	3		4					2	2		1	1	46	24		70
Perry	17	9	26	2	8	10				1			1					1	1	18	19		38
Pickens	17	14	31	8	23	30		1		1					1	1	1	3	4	26	41		67
Pike	27	13	40	1	10	11		9		9		1	1							33	33		61
Randolph	18	6	24	7	14	21		13		13		5	5		3	3				25	41		66
Russell	8	7	15	1	6	7		1		1					1	1				9	15		24
Shelby	32	9	41	14	7	21		5		3	1	4	5		4	4				47	29		76
St. Clair	39	3	41	10	5	15	1	11		12	1	2	3		1	1		3	3	51	24		75
Sumter	6	3	14		12	12		2		3		1	1		1	1		1	1	6	26		32
Talladega	23	1	34	2	5	7	1	7		8		1	1		3	3	1	2	2	37	18		55
Tallahassee	25	17	42	3	10	18		7		7				1		1		2	3	35	36		71
Tuscaloosa	45		45	29	2	31	3	6		9		4	4		3	2		5	5	77	19		96
Walker	46		45	22	9	30	4	9		13		2	2		4	4		5	5	72	28		100
Washington	41	2	43	4	8	13		2		2		2	2							45	14		59
Wilcox	6	16	22	1	6	7		5		5	1	4	5							8	31		39
Winston	46		48	14	3	16	1	3		4										63	5		63
Total	1333	417	2390	614	671	1395	79	397	4	380	40	121	161	10	85	75	25	87	112	2632	1557	4	4893

WHITE

COUNTIES	Certificates held by teachers in One-Teacher Schools				Certificates held by teachers in Two-Teacher Schools				Certificates held by teachers in Three-Teacher Schools				Certificates held by teachers in Four-Teacher Schools				Certificates held by teachers in Five-Teacher Schools				Certificates held by teachers in Six or more Teacher Schools				TOTALS			
	Life	First	Second	Third	Life	First	Second	Third	Life	First	Second	Third	Life	First	Second	Third	Life	First	Second	Third	Life	First	Second	Third				
Autauga	1	5	8	5	1	7	6	8	1	6	10	1	1	2	1	3	6	1	1	8	1	7	10	3	26	15	12	3
Baldwin	1	5	30	20	1	3	9	7	3	5	10	5	1	2	1	3	8	1	1	10	3	7	10	14	24	55	84	14
Barbour	1	9	16	18	2	5	8	9	1	5	1	1	5	1	1	1	1	1	1	4	6	2	1	25	28	34	7	7
Bibb	3	3	16	10	2	6	10	4	3	10	10	1	1	3	1	1	5	1	1	16	7	1	1	35	47	16	9	9
Blount	3	2	18	19	6	5	14	18	4	3	10	19	3	2	10	5	2	2	2	1	1	1	17	12	54	62	17	17
Bullock	4	1	4	3	3	3	7	1	3	3	5	1	1	1	1	1	1	1	1	2	2	1	8	9	18	5	8	8
Butler	1	8	12	13	5	10	11	18	2	4	4	5	1	2	2	1	1	2	1	1	1	2	18	24	32	89	13	13
Calhoun	1	8	10	14	5	5	10	12	4	2	7	5	1	2	4	5	1	1	2	4	1	1	18	23	38	36	13	13
Chambers	2	2	7	10	4	21	15	2	2	4	3	6	1	1	4	3	1	14	28	18	2	21	59	46	14	21	21	21
Cherokee	2	13	11	20	2	3	13	20	1	2	6	6	1	1	1	1	1	1	1	1	1	6	20	31	50	8	6	6
Chilton	1	2	12	10	2	15	14	25	3	3	14	13	1	1	12	15	2	1	1	2	10	1	8	25	56	72	8	8
Choctaw	4	12	12	11	2	10	10	4	4	6	3	2	2	1	1	1	1	1	1	1	1	10	28	25	17	10	10	10
Clarke	1	13	23	18	3	6	8	7	1	3	2	2	1	4	2	1	1	4	3	1	1	18	30	35	27	13	13	13
Clay	2	4	16	14	1	6	26	17	1	2	4	8	1	1	1	1	1	6	7	4	1	9	19	50	40	9	9	9
Cleburne	12	19	17	17	1	7	15	8	1	2	2	1	1	2	2	1	1	4	7	4	1	21	26	26	26	21	21	21
Coffee	2	10	16	16	1	14	23	23	1	1	6	1	1	1	6	4	2	4	7	4	1	7	40	57	62	7	7	7
Colbert	1	2	5	6	1	9	10	10	2	13	9	9	1	11	3	3	1	3	2	1	1	5	35	33	38	5	5	5
Conceh	3	6	10	15	1	5	13	5	3	2	4	1	1	2	3	2	2	3	1	1	1	4	20	41	44	4	4	4
Cook	1	5	22	32	1	1	19	21	1	3	9	9	1	1	1	1	1	5	6	1	1	8	20	31	32	8	8	8
Covington	1	3	18	13	3	7	27	27	2	2	10	7	1	3	1	1	1	3	1	1	1	8	21	52	65	8	8	8
Crenshaw	1	6	18	20	3	6	34	37	3	6	14	17	10	13	12	18	2	2	2	1	16	34	82	89	16	16	16	
Cullman	1	2	17	9	3	9	23	23	1	1	2	5	1	3	1	1	1	10	14	4	1	10	14	46	33	10	10	10
Dale	2	4	4	6	6	5	5	4	3	3	4	1	3	4	4	1	1	5	5	1	1	11	14	17	10	11	11	11
Dallas	3	23	23	23	2	6	32	40	6	8	13	13	3	4	3	8	4	4	11	1	1	14	23	40	55	14	14	14
DeKalb	1	10	11	3	9	17	28	6	3	7	3	6	1	13	5	4	1	6	11	1	1	19	50	42	19	1	1	1
Elmore	1	8	21	22	2	10	7	5	1	3	5	1	1	1	1	1	1	2	3	1	2	23	40	31	31	2	2	2
Escambia	1	4	19	19	3	13	20	19	1	7	10	3	1	1	1	1	1	1	6	3	1	4	38	53	42	4	4	4
Etowah	1	4	4	14	2	14	20	12	1	1	4	1	1	3	1	1	1	1	6	3	1	4	37	80	37	4	4	4
Fayette	1	4	25	14	2	14	20	12	1	1	4	1	1	3	1	1	1	1	6	3	1	4	37	80	37	4	4	4

WHITE

COUNTIES

	Average Teachers' Salaries in One-Teacher Schools		Average Teachers' Salaries in Two-Teacher Schools		Average Teachers' Salaries in Three-Teacher Schools		Average Teachers' Salaries in Four-Teacher Schools		Average Teachers' Salaries in Five-Teacher Schools		Average Teachers' Salaries in Six or More Teacher Schools		Average Teachers' Salaries - All Schools		Average Salaries - All Teachers
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Autauga	\$ 267	\$ 340	\$ 509	\$ 378	\$ 436	\$ 784	\$ 496	\$ 760	\$ 569	\$ 425	\$ 227	\$ 525	\$ 548	\$ 397	423
Baldwin	449	439	585	500	784	496	760	569	—	—	1220	645	713	486	518
Barbour	481	423	486	383	717	407	908	396	—	—	1978	617	630	422	466
Bibb	443	425	530	426	765	425	—	—	425	573	1500	425	690	425	441
Blount	337	399	364	318	475	357	453	447	—	—	—	—	385	363	271
Bullock	—	423	820	637	1076	541	—	—	—	—	1575	546	1038	553	638
Butler	469	377	487	378	624	438	660	660	720	660	720	678	485	429	441
Calhoun	460	460	642	426	830	510	640	640	1062	539	—	653	859	487	516
Chambers	520	444	675	450	900	460	1000	460	—	—	1560	667	992	552	614
Cherokee	293	310	444	311	766	379	532	300	—	—	—	—	480	319	356
Chilton	290	268	300	274	333	271	350	205	360	374	865	400	318	275	290
Choctaw	405	379	463	438	560	381	—	—	—	—	—	—	582	390	416
Clarke	450	386	606	415	1000	620	1100	258	1800	850	1200	400	711	432	488
Clay	444	402	407	388	610	465	—	—	—	—	1783	630	543	444	478
Cleburne	316	280	398	271	—	—	465	457	—	—	—	—	349	285	300
Coffee	248	318	267	260	432	255	311	350	511	390	1310	572	356	318	325
Colbert	387	403	417	417	509	500	572	574	—	—	—	—	481	473	479
Concuh	—	319	430	344	305	508	—	—	465	467	—	577	724	393	407
Cook	316	320	412	415	300	482	1025	445	—	—	700	462	462	391	419
Covington	409	364	457	341	530	353	445	286	—	—	1920	404	468	359	400
Crenshaw	430	400	450	420	600	480	—	—	1200	400	1500	875	508	450	487
Cullman	265	370	314	262	451	341	625	367	1000	502	—	—	305	315	337
Dale	470	408	550	475	750	500	750	570	1000	600	—	—	592	471	500
Dallas	525	395	755	632	900	680	1350	713	—	—	—	—	978	726	750
DeKalb	325	230	400	307	430	363	562	463	1000	523	1000	494	435	353	332
Elmore	406	475	440	400	512	300	465	500	—	—	2000	710	529	447	460
Escambia	434	310	512	429	700	435	977	402	—	—	—	—	571	363	400
Etowah	263	360	493	406	649	398	—	—	1030	456	—	—	504	400	422
Fayette	230	303	406	359	533	163	170	137	740	312	—	—	279	339	340

DEPARTMENT OF EDUCATION.

99

Franklin	275	283	319	297	400	324	900	365	413	630	431	331	317	331
Geneva	363	326	413	318	401	316			866	704	273	435	300	337
Greene		495		468		465				1600	747	1600	528	569
Hale	600	417	694	478	1008	770	1350	720		850	550	867	494	531
Henry	428	412	435	328	508	446	798	472	798		550	510	407	435
Houston	465	459	371	231	552	429	650	420				440	300	350
Jackson	334	247	464	346	729	415	763	678	535			429	318	347
Jefferson	639	536	698	598	850	686	936	712	891	924	844	966	638	694
Lamar	313	316	345	319	487	209	670	477	1000	1200	630	391	346	357
Lauderdale	347	426	820	478	735	534	743	590				524	491	508
Lawrence	244	303	337	361	462	351	470	402	569	687	355	850	338	341
Lee		419		459		696		684					540	548
Limestone		357	578	380	554	526	790	450				607	422	447
Lowndes	600	382	640	579	1000	600						704	451	477
Macon		538		638		676	1000	585				1009	590	601
Madison	390	393	514	482	701	493	852	464	1088	955	500	723	479	540
Marengo	597	528	903	518	917	600		731	1100	816		882	547	575
Marion	189	186	239	162			233	225	354	644	492	250	217	281
Marshall	382	373	398	330	826	298	800	360	852	600	473	409	358	381
Mobile		480	577	587	782	557		650		1004	678	317	508	620
Monroe	416	373	565	421	366	418		575		764	400	378	409	427
Montgomery		634	680	690		708		714		1803	826	1472	734	818
Morgan	467	450	652	427	700	501	1000		1100	1100	600	650	460	500
Perry	496	425		437						1800	700	797	455	501
Pickens	418	382	470	340		234			1225	1406	572	714	395	439
Pike	524	483	666	464	700	496		621				699	496	526
Randolph	300	385	400	360	410	386	500	355	500			398	259	370
Russell	737	606	1006	671	1600	697						1016	661	713
Shelby	452	391	483	339	726	360	552	380	552			519	371	410
St. Clair	375	335	513	377	706	419	929	477	943	1133	502	853	402	465
Sumter		630		687	1125	791		671				1150	692	713
Talladega	478	376	644	418	802	489		589	1613	1200	705	851	461	534
Tallapoosa	386	355	551	321	632	385			810	687	520	519	393	425
Tuscaloosa	544	505	595	373	1141	413	851	332	1434	1409	509	858	424	508
Walker	367	291	474	341	430	374	574	323	678	772	365	489	362	385
Washington	385	308		414	750	560		520				445	379	384
Wilcox	377	428	523	538	900	582	1413	633				917	553	602
Winston	334	254	385	296	406	341						362	278	385
Totals	\$ 408	\$ 291	\$ 517	\$ 417	\$ 686	\$ 462	\$ 739	\$ 483	\$ 911	\$ 501	\$ 3112	\$ 620	\$ 432	\$ 463

WHITE

COUNTIES	No. of Members Ala. T. R. Circle					Number of School houses Deeded to				Value of Buildings, Sites, Furniture and Equipment				Number of Seatings				Libraries			Pupils Completing 7th Grade	
	State	County	District	Private Owner	Total	Buildings and Sites	Furniture	Teaching Equipment	Total	Double Desks	Single Desks	Other Seatings	Total	Number of Libraries	Number of Volumes	Value	Male	Female	Total			
Autauga	53	26	10	2	32	\$ 35,125	\$ 6,954	\$ 544	\$ 42,633	822	1,071	300	1,693	21	1740	\$1058	10	20	30			
Baldwin	98	57	2	24	83	175,200	27,580	3,480	206,270	743	3,208	589	4,540	53	7,675	5,027	90	110	200			
Barbour	43	28	18	14	55	68,325	14,497	532	80,274	689	434	850	1,923	88	3,010	1,094	66	59	124			
Bibb	53	27	15	11	53	117,000	20,810	1,830	139,190	830	2,700	700	4,230	51	4,914	2,287	60	51	111			
Blount	122	47	37	7	81	91,000	17,500	2,275	110,775	1,625	928	3,425	5,973	10	625	2,900	35	29	74			
Bullock	40	7	13	20	20	26,175	2,725	417	29,317	131	484	15	630	15	1,273	832	15	18	33			
Butler	24	24	20	21	72	66,600	9,311	908	78,819	774	884	2,752	4,410	21	1,552	815	104	163	267			
Calhoun	112	42	8	11	61	82,950	27,161	1,924	112,035	1,596	998	2,202	4,796	31	1,853	1,144	68	88	151			
Chambers	81	51	15	5	51	226,000	56,500	3,860	266,350	775	2,645	180	3,550	121	8,980	4,000	111	160	271			
Cherokee	97	31	28	12	72	8,500	11,040	885	95,505	1,344	396	3,162	4,902	32	2,218	1,412	23	43	71			
Chilton	144	23	39	12	74	90,440	12,186	784	103,410	1,087	597	3,585	5,269	36	1,944	960	85	113	198			
Choctaw	35	38	2	17	57	49,280	6,026	977	56,283	491	459	2,063	3,013	24	1,429	888	42	45	87			
Clarke	31	31	29	6	73	78,627	6,123	1,089	85,845	632	873	912	2,413	64	3,358	1,544	64	72	136			
Clay	66	48	20	68	68	145,400	33,700	2,780	181,800	1,054	1,355	1,210	3,619	31	1,415	1,110	122	143	265			
Cleburne	31	31	25	8	64	92,500	6,420	3,882	102,802	1,968	150	2,118	4,236	10	536	250	31	3	34			
Coffee	53	53	14	7	75	98,150	15,999	1,320	115,369	1,571	1,363	3,906	5,842	15	1,091	641	48	38	86			
Colbert	84	31	7	8	46	71,525	6,230	1,837	81,592	745	1,327		2,072	43	2,986	2,089	21	33	54			
Conceh	132	40	6	14	62	70,976	9,581	979	81,536	942	1,876	2,315	5,083	26	1,876	1,872	47	62	109			
Coosa	78	37	15	52	52	82,125	9,050	770	91,945	1,900	1,402	1,592	3,184	26	1,411	1,764	40	46	86			
Covington	147	2	9	9	20	10,612	1,900	47	10,639	70	*	*	70									
Crenshaw	35	33	35	5	76	127,000	20,000	785	163,786	1,350	2,300	250	3,900	19	800	950	140	165	305			
Cullman	218	55	41	15	111	148,380	19,421	884	166,685	2,890	1,071	2,403	6,364	18	3,932	1,980	70	65	135			
Dale	109	38	28	1	67	105,000	12,000	2,200	119,200	2,070	615	360	3,045	46	3,080	1,050	122	161	283			
Dallas	52	7	5	14	27	39,466	6,598	1,107	47,190	267	474	819	1,560	21	2,467	1,847	30	26	56			
DeKalb	96	48	43	13	113	211,836	26,685	3,060	241,580	2,148	1,653	5,959	9,955	38	2,224	1,105	60	57	117			
Elmore	106	49	15	1	65	152,000	17,500	3,137	172,637	518	3,073	723	4,314	32	2,407	1,143	77	100	177			
Etowah	62	48	6	15	71	97,010	17,833	1,991	116,834	772	1,831	2,603	3,208	39	3,244	1,488	28	54	82			
Fayette	118	26	16	17	79	103,300	14,670	405	117,975	1,929	989	876	2,912	42	3,032	1,129	63	37	103			
			20	27	78	49,000	7,109		56,114	735	845		3,105	19	1,644	872	41	49	90			

DEPARTMENT OF EDUCATION.

101

Franklin	130	59	2	14	75	34890	8791	283	61873	1294	326	2849	4469	33	1917	1915	35	45	51	
Geneva	131	38	26		64	171100	12798	1130	135028	1356	2361	835	4603	13	372	525	47	55	106	
Greene	83	2	19	3	23	32000	2200	575	34475	174	104	175	543	8	370	395	9	8	17	
Hale	4	14	2	15	36	22929	4113	1041	28638	320	308	819	1438	10	983	450	25	20	45	
Henry	23	21	12	2	47	58025	9056	619	68600	602	1203	372	2177	13	1190	586	22	24	46	
Houston	105	27	38	9	68	70670	16650	25	87346	1300	491	2747	4538	27	2168	985	115	165	231	
Jackson	430	45	21	38	42	130846	15612	382	146839	840	2099	2099	4938	22	1114	661	45	51	96	
Jefferson			16	47	129	865370	77890	19334	964194	2972	9474		12446	104	18153	11170	330	401	731	
Lamar	114	40	28	11	79	68300	8955	787	73042	394	984	2130	4008	39	2841	1421	49	100	149	
Lauderdale	134	60	11	5	79	198800	18400	2170	214370	147	4035	1160	5332	67	4840	2010	106	112	218	
Lawrence	72	42	3	11	77	109400	12660	1421	128431	1350	350	2015	4215	49	2993	2315	39	56	95	
Lee	55	21	4	7	39	59726	7030	548	87553	309	315	204	1328	29	2194	1492	27	38	65	
Limestone	65	57	9		66	246100	22730		269130	535	2670		3525	50	1500	709	86	78	164	
Lowndes		10		26	36	27900	8610	65	31575	0				3	0	0	15	16	31	
Macon	39	15	1	3	27	27950	4203	668	32311	432	143	700	1280	17	1712	985	3	10	18	
Madison	142	37	9	3	54	332600	25857	3732	362189	1130	3203	518	4901	40	5019	2482	34	52	101	
Marengo	41	34	14	15	63	77450	8540	689	86679	769	455	1105	2332	55	2949	2047	38	52	90	
Marion	165	55	1	4	91	160800	10659	1710	172639	910	988	9637	11535	23	346	255	79	53	132	
Marshall	68	35	7	23	86	123355	21117	2309	148731	2224	1144	5235	8604	38	1492	1396	96	118	214	
Mobile	112	1	40	10	61	280000	35500	1925	317425	569	4150	85	4304	32	4762	2115	115	117	232	
Monroe		43	24	4	71	130800	20000	2400	153200	1514	775		2239	24	1536	900	80	110	190	
Montgomery	67	12	2	6	24	203625	32178	6021	241824	93	2727	1374	4194	24	4401	2782	30	101	131	
Morgan		31	3	38	70	59195	6316	308	65317	876	6	2617	3499	8	295	250	25	32	57	
Perry		15		7	38	31350	4597	662	36609	455	262	531	1348	21	2176	1111	25	40	65	
Pickens	83	35	31	1	67	126930	11721	2883	141584	980	1189	2972	5141	42	2574	2265	47	72	119	
Pike	94	31	24	2	61	85550	12225	950	98725	953	1225	185	2343	30	1240	723	33	45	83	
Randolph	140	45	4	19	86	63000	7400	125	70525	235	1450	1090	2775	47	1890	940	197	197	394	
Russell	34	18	1	1	24	31350	2967	598	35913	154	375	697	1226	17	1316	701	25	19	44	
Shelby	188	32	30	13	75	56710	10020	1046	67776	1986	546	2350	4692	22	1041	1175	58	71	129	
St Clair	144	25	46	4	75	171425	20315	2438	197179	1103	2390	6207	9600	35	2964	1818	56	115	174	
Sumter	63	14	15	3	32	81200	9138	78	90414	298	966	1690	2954	18	1394	815	53	77	140	
Talladega	105	25	4	23	55	118385	14155	973	133513	860	1823	1232	3905	16	862	445	37	44	81	
Tallapoosa	40	37	26	3	71	115703	10212	1066	126981	864	1271	1100	3235	14	913	862	66	74	140	
Tuscaloosa	177	23	39	27	96	101040	11759	1960	114759	884	1987	5828	8699	80	5924	2860	334	868	752	
Walker	85	35	24	26	100	181650	25215	3423	209288	1400	3885	6050	11315	43	3558	2001	130	195	325	
Washington	1	29	14	10	59	30601	6270		36874	353	738	1628	2619	12	933	674	9	11	20	
Wilcox		12	19	10	41	48500	5000	750	54260	410	525		935	15	1110	120				
Winston		41	3	14	65	42930	2100	550	45580	723	247	1700	2670				31	38	69	
Total	5183	2136	148	1196	776	4256	37583986	8967179	8110667	98661832	62842	94296	115458	272596	2043	164886	94291	4339	5229	9613

No report

WHITE

COUNTIES	AVERAGE LENGTH OF TERM IN:							NUMBER OF VISITS OF COUNTY SUPERINTENDENT AND ASSISTANTS TO:						
	One-Teacher Schools	Two-Teacher Schools	Three-Teacher Schools	Four-Teacher Schools	Five-Teacher Schools	Six or More Teacher Schools	All Schools	One-Teacher Schools	Two-Teacher Schools	Three-Teacher Schools	Four-Teacher Schools	Five-Teacher Schools	Six or More Teacher Schools	All Schools
Autauga	110	128	127			140	118	6	4	79				25
Baldwin	133	146	154	158		147	130	34	14	12	10	5	12	87
Barbour	151	153	158	165		176	152	181	61	25	6		28	301
Bibb	135	146	175		176	180	148	36	15	11		5	18	79
Blount	101	106	121	136	160		109	61	39	18	20	4		142
Bullock	153	171	163			178	162	26	36	15				80
Butler	108	115	140	140	140	156	114	42	25	5				75
Calhoun	120	124	145	167	170	180	129	80	25	18	8	10		154
Chambers	155	160	160	165		180	165	45	49	9	5		23	189
Cherokee	90	99	133	121			97	49	19	8	3			78
Chilton	106	115	136	118	171		111	47	61	11	3			125
Choctaw	130	140	140		180		136	30	31	9				70
Clarke	65	147	172	175		180	90	86	28	3	5	2		127
Clay	123	133	123			175	124	54	37	10				104
Cleburne	93	96		98			93	10	5					15
Coffee	79	91	110	100	156	174	96	91	267	114	8	27		607
Colbert	100	110	120	120			111	28	58	56	47			219
Conecuh	120	120	120	140	180	180	122	63	52	34	5		5	189
Cook	109	135	146	156		145	120	38	41	24	5		8	132
Covington	160	98	114	170		177	103	139	64	41	10		14	263
Orenshaw	113	116	120		160	180	116	43	54	12			2	112
Cullman	72	81	113	116	151		100	47	90	20	7			107
Dale	137	137	145	145	170		137	58	108	10		1		167
Dallas	155	172	169	167			164	93	84	50	62			299
DeKalb	95	106	120	145	170	175	106	37	39	17	3		4	102
Elmore	139	140	140	140	150	170	119	30	75	21	3		3	124
Etowah	106	131	145	135	140		118	111	42	9	22	12		194
Etowah	110	133	136		160	138	122	26	18	9				92
Payette	112	112	112	112	112	112	112	44	26	4				84

Franklin	79	93	102	128	137	180	89	15	20	20	2	1	4	62
Geneva	103	103	103	103	103	103	103	18	59	19				96
Greene	155	155	160			180	156	76	6	3			4	89
Hale	145	148	152	152			146	17	17	6				40
Henry	119	136	134	174	174	174	134	55	87	6	12			160
Houston	130	130	175	170			133	21	44	3	1			69
Jackson	90	112	146	162	160		99	60	20	10	6	7		103
Jefferson	166	166	166	166	166	166	166	284	341	326	521	107	566	2145
Lamar	98	107	97	134	160	180	103	56	40	14	2	4	4	120
Lauderdale	120	120	120	120			120	30	18	6	6			60
Lawrence	80	96	122	180	157	160	92	65	45	24		6	2	142
Lee	135	155	175	175	180		147	59	18	48	9	2		136
Limestone	140	140	140	140			140	25	20	18	6			69
Lowndes	138	150	152				142	6	17	4				27
Macon	162	162	162	162			162	49	39	8	3			99
Madison	103	130	143	149	146	160	128	31	23	24	25	44	52	199
Marengo	147	153	172	176	176		151	13	11	2	1	5		32
Marion	120	120		120	120	170	121	25	44	7	9	6	4	95
Marshall	110	110	110	160		180	114	83	61	18	3	4	5	174
Mobile	147	166	171	173	174	171	160	81	98	72	99	79	255	684
Monroe	140	140	140	140	140	140	140	140	80	18	7		11	256
Montgomery	161	172	166	166		170	170	100	153	71	32		87	443
Morgan	99	99	99	99	99	99	99	7	43	4	3	4	6	67
Perry	121	137		156		168	128	20	16		3			39
Pickens	94	106	120		120	148	103	63	100	2		12	26	203
Pike	140	140	140	180			141	38	15	31	2			86
Randolph	115	120	122	125	125		119	30	34	18	8	5		95
Russell	160	160	180		180		162	29	21	3		3		56
Shelby	117	127	154	148	175		127	30	39	5	8	5		87
St. Clair	95	119	133	164	137	165	112	51	34	34	15	3	22	159
Sumter	173	175	178	170	172	176	174	26	22	6	2	4	3	63
Talladega	117	141	153	152	157	162	130	57	41	33	4	24	15	174
Tallahpoosa	113	130	136		178	166	123	52	24	22		1	8	107
Tuscaloosa	110	110	110	110	110	112	110	50	54	36	12	16	14	182
Walker	100	122	131	120	177	168	118	50	66	63	5	39	59	272
Washington	100	129	159	150			110	64	40	5	9			118
Wilcox	141	141	141	141			141	30	50	20	25			125
Winston	103	103	103				103							
Averages	113	122	134	143	157	161	121	2	3	4	7	6	12	3

COLORED

COUNTIES	No. of One-Teacher Schools having			No. of Two-Teacher Schools having			No. of Three-Teacher Schools having				No. of Four-Teacher Schools having			No. of Five-Teacher Schools having			No. of Six or More Teacher Schools having			Total, all Colored Schools having			
	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	Total	Elementary grades only	Both Elem. & H. S. grades	High School grades only	Grand total	
Autauga	17		17	3		3			1										21				21
Baldwin	18		18	5		5						1							21	1			22
Barbour	32		32																32				32
Bibb	6		6	2	3	5			2										8	6			14
Blount	7		7																7				7
Bullock	46		46	1		1													47				47
Butler	16		16																16	5			21
Calhoun	18		18	1		1													19				19
Chambers	29		29	8	2	10													37	3			40
Cherokee	11		11																11				11
Chilton	17		17	2		2													19				19
Choctaw	20	2	22	5		5	2		2										25	4			29
Clarke	24		24	1	1	2													25	1			26
Clay	6	2	8																8	2			10
Cleburne	4		4																4				4
Coffee	10		10	4		4													15				15
Colbert	8		8	7		7	2		2										15	4			19
Concuh	26	1	27	8	2	10													33	4			37
Coosa	23		23	1		1													24				24
Covington	17		17	8		8													25	1			26
Crenshaw	14	2	16	2	3	5													20				20
Cullman																			16	5			21
Dale	16		16																1				1
Dallas	93		93																16				16
DeKalb	4		4																93				93
Elmore	26		26	5		5													4				4
Etowah	15		15	1		1													31				31
Howah	7		7																18				18

DEPARTMENT OF EDUCATION.

	1899	201559	142	36	173	29	11	40	6	7	15	4	2	8	6	5	12	1723	82	1816
Fayette	12																			
Franklin	5																			
Geneva	11																			
Greene	48	1																		
Hale	44																			
Henry	15																			
Houston	16																			
Jackson	11	1																		
Jefferson	42																			
Lamar	15																			
Lauderdale	14																			
Lawrence	16																			
Lee	20																			
Limestone	23																			
Lowndes	52																			
Macon	48																			
Madison	28																			
Marengo	34	2																		
Marion	5																			
Marshall	7																			
Mobile	25																			
Monroe	48																			
Montgomery	45																			
Morgan	18																			
Perry	27																			
Pickens	42	1																		
Pike	36																			
Randolph	12	5																		
Russell	20																			
Shelby	21																			
St. Clair	18																			
Sumter	44	1																		
Talladega	50																			
Tallapoosa	41																			
Tuscaloosa	37																			
Walker	15																			
Washington	12																			
Wilcox	29	1																		
Winston																				
Total	1559	201559	142	36	173	29	11	40	6	7	15	4	2	8	6	5	12	1723	82	1816

DEPARTMENT OF EDUCATION.

Geneva	2	1	6	5	1	1	2	2	2	21	22	1	1	10	8	2	2	7	3	1	2	14	9	12	8	3	2	9	82
Greene	4		14	32	1	1	2																					83	
Hale			3	37		2	6											2										1	
Henry			5	10			2												2	2								19	
Houston			3	15																								8	
Jackson		2	2	9																								1	
Jefferson	1	1	10	30	5	7	10	2		21	22	1	1	10	8	2	2	7	3	1	2	14	9	12	8	3	2	9	
Lamar		1	1	13																								1	
Lauderdale	1		3	10	1	5																						8	
Lawrence	2		6	8		2	2			1	2																	7	
Lee	1		3	20	1	1	2			2	1																	23	
Limestone			3	20																								3	
Lowndes		1	4	47		1	5																					54	
Macon	3		4	41	2	1	6																					7	
Madison			4	4		1	1			2	1																	26	
Marengo	1		5	30			6			2	1																	37	
Marion		1		4		1	1																					5	
Marshall	2		2	3																								1	
Mobile			1	24		3	19																					2	
Monroe				43						5	3			4														20	
Montgomery			8	36	3	10	24				1																	1	
Morgan				13																								20	
Perry	1		4	22																								3	
Pickens		2	3	29		4	10																					1	
Pike			2	34		1	1			1	2																	2	
Randolph		1	1	15		1	9	1		1	1																	4	
Russell			2	18		1	1																					4	
Shelby	2	2	8	9	1	5	2							2	1													5	
St. Clair			3	15			2			2	4																	13	
Sumter		3	4	36	1		1																					5	
Talladega			3	47																								4	
Tallapoosa	1		2	38		3	3																					2	
Tuscaloosa	1		2	34		5	7																					3	
Walker	1		1	13		4	4	3			1																	8	
Washington		1	2	9		2	2																					9	
Wilcox				30																								4	
Winston																												11	
Totals	31	13	191	1315	18	7	114	237	8	8	49	57	4	1	24	25	4	2	15	13	3	6	37	35	56	45	440	1594	

COLORED

COUNTY	Average Teachers' Salaries in One-Teacher Schools		Average Teachers' Salaries in Two-Teacher Schools		Average Teachers' Salaries in Three-Teacher Schools		Average Teachers' Salaries in Four-Teacher Schools		Average Teachers' Salaries in Five-Teacher Schools		Average Teachers' Salaries in Six or More Teacher Schools		Average Teachers' Salaries All Schools		Average Salaries—All Teachers
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Autauga	\$ 98	73	\$ 166	89	\$ 192	86	\$ 467	373	\$ —	—	\$ —	—	\$ 159	77	96
Baldwin	328	183	325	234	—	—	—	—	—	—	—	—	373	213	250
Barbour	100	75	—	—	—	—	—	—	—	—	—	—	100	75	85
Bibb	230	83	230	83	—	63	230	63	—	—	—	—	230	83	113
Blount	—	135	—	—	—	—	—	—	—	—	—	—	—	135	135
Bullock	137	136	—	160	—	—	—	—	—	—	—	—	—	137	137
Butler	123	122	175	122	—	—	—	—	—	—	—	—	142	122	130
Calhoun	—	213	—	231	—	—	—	—	—	—	—	—	—	223	223
Chambers	350	250	375	275	—	—	—	—	—	—	800	400	436	282	316
Cherokee	240	222	—	—	—	—	—	—	—	—	—	—	240	222	224
Chilton	145	127	87	130	—	—	—	—	—	—	—	—	140	123	132
Choctaw	75	62	83	86	130	129	—	—	—	—	—	—	83	80	82
Clarke	105	67	150	114	—	—	—	—	—	—	—	—	114	73	84
Clay	237	243	—	—	—	—	—	—	—	—	—	—	237	263	267
Cleburne	330	254	—	—	—	—	—	—	—	—	—	—	330	254	265
Coffee	160	112	112	163	—	—	426	276	—	—	—	—	170	163	165
Colbert	—	109	250	193	—	200	—	210	—	—	—	—	254	179	181
Concuh	135	157	121	135	—	—	—	—	1900	347	—	—	180	183	185
Coosa	215	153	375	250	—	—	615	315	—	—	—	—	231	173	203
Covington	123	126	235	175	—	—	—	—	—	—	—	—	133	166	175
Crenshaw	150	150	150	150	—	—	—	—	—	—	—	—	150	150	150
Cullman	—	—	—	—	—	173	—	—	—	—	—	—	—	173	173
Dale	280	200	—	—	—	—	—	—	—	—	—	—	280	200	225
Dallas	120	120	—	—	—	—	—	—	—	—	—	—	120	120	120
DeKalb	200	200	—	—	—	—	—	—	—	—	—	—	200	200	200
Elmore	133	136	147	131	—	—	—	—	—	—	—	—	147	136	133
Etowah	133	123	—	246	—	—	—	—	—	—	—	—	133	146	143
Stowah	316	233	—	—	—	—	—	—	—	—	—	—	313	223	206

DEPARTMENT OF EDUCATION.

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[illegible]

COLORED

COUNTIES	No. of Members Ala. T. R. Circle	Number of School- houses Decided to				Value of Buildings, Sites, Furniture and Equipment				Number of Seatings				Libraries		Pupils Com- pleting 7th Grade					
		State	County	District	Private Owner	Total	Buildings and Sites	Furniture	Teaching Equipment	Total	Double Desks	Single Desks	Other Seatings	Total	Number of Libraries	Number of Volumes	Value	Female	Male	Total	
Autauga		2			19	21	\$ 5000		\$	\$ 5000	12	28	553	598							
Baldwin	20	7			15	22	25380	2500	480	28360	145	0	526	671	6	738	540	4	4	8	
Barbour		2	2		26	32	3250	570	5	3925			1559	1559							
Bibb		1			9	14	11200	1610	400	13216	115	390	1250	1855	2	618	350	2		2	
Blount					7	7	1200			1200											
Bullock		4			43	47	20225	1849	462	22476	139	30	1886	1974	2	16	10	1	1	2	
Butler		3		1	17	21	11900	845	99	12844	57	16	1925	1993	2	10	12	2	3	5	
Calhoun	20				19	19	8380	425	36	8755			1632	1632	1	20	8				
Chambers	20	15		25	40	40	80000	15600	1000	97400	400	140	2400	3340	2	192	70	10	13	25	
Cherokee		1			10	11	1200			1200			590	590							
Chilton					9	19	10825	611	92	11523	14	20	1184	1218	1	62	30	1	1	1	
Choctaw					25	29	33140	500	100	33740			1350	1380	1	150	30	3	4	7	
Clarke		3	2	13	3	26	18325	565	103	18923	195	7		115	2	10	10	7	9	16	
Clay					6	7	1450	175	50	1675			450	450							
Cleburne					4	4															
Coffee		6			8	15	10900	524	42	11476	38		851	939	4	33	70	4	4	8	
Colbert		2			15	19	6006	335	110	6445	131	21	305	479	2	75	42				
Conecuh	42	20		7	6	33	21460	2126	901	25387	203	219	1516	1940	3	406	193	11	13	24	
Coosa	4	3		20	2	25	16550	800	50	17400	29	50	70	140				6	9	15	
Covington		2			9	20	10612	180	47	10839	70			70							
Crenshaw	5	3		19	8	21	14000	2000		16000	280	600	1150	2030	3	44	55	10	13	23	
Cullman	3				1	1		80		80			300	300				2	3	5	
Dale		2			13	16	6006	590	70	6570	140		400	540				1	2	3	
Dallas		7	3	12	71	93	10735	600	25	10920	53		3000	3136	3	304	196	4	7	11	
DeKalb					4	4															
Elmore	9	2		17	12	31	17140	1023	182	18365			2106	2106	2	14	7				
Escambia		3	2	11	16	16	4550	545	87	5223		26	501	527				1		4	
Etowah		1			7	8	3400			3400			600	600				2		2	
Fayette		2		1	11	14	3900	725		4625		120	350	380	1	30	10				

Franklin	12	8	3	9	2550	580	75	4455	40	112	112	162	162
Geneva	36	2	13	13	1898	98	5	1986	75	599	645	645	645
Greene	—	10	40	9	18500	2040	89	15600	52	3576	85	50	50
Hale	—	10	2	34	14443	587	110	16141	25	1152	1183	2	125
Henry	—	1	2	9	17125	1269	2	18395	62	954	1056	2	310
Houston	7	2	7	18	11910	2443	—	14858	52	986	983	9	20
Jackson	2	—	2	10	2500	25	24	2549	—	236	236	—	29
Jefferson	189	4	2	72	203810	26545	7715	244076	1872	3222	4794	34	58
Lamar	4	—	6	12	575	176	29	770	—	1120	1261	30	92
Lauderdale	6	3	14	17	14690	1420	155	16175	120	390	68	12	28
Lawrence	2	2	2	14	10400	659	100	11159	75	839	760	3	14
Lee	—	7	2	11	18940	1525	—	20465	304	353	896	—	28
Limestone	—	2	3	18	9608	—	—	9500	—	729	—	—	—
Lowndes	—	11	45	56	—	—	—	—	—	—	—	—	—
Macon	56	20	15	14	56290	2184	751	60225	812	2569	3411	23	19
Madison	10	4	12	30	12390	2709	110	15110	265	1500	1765	9	10
Marengo	—	3	1	26	14650	2000	—	16550	399	2809	3190	12	24
Marion	—	1	4	6	700	—	—	709	—	559	—	—	—
Marshall	—	—	1	6	1200	200	—	1400	—	300	—	—	—
Mobile	79	2	30	42	26800	2725	500	30025	467	1234	1836	7	41
Monroe	—	—	48	1	9900	650	750	10400	—	3390	3390	16	39
Montgomery	87	5	12	44	40420	2396	206	42931	443	4554	5278	7	39
Morgan	—	—	14	3	750	63	4	812	—	184	186	—	—
Perry	—	8	10	25	17255	1236	225	18916	357	1598	1957	5	15
Pickens	7	7	26	52	18000	1785	435	26220	125	2450	2615	2	16
Pike	12	1	16	21	7500	500	—	8000	200	190	390	5	13
Randolph	11	9	13	24	19000	1350	40	20890	30	650	1350	5	131
Russell	—	7	5	10	17698	1571	63	19032	254	814	1977	3	—
Shelby	29	—	14	11	3850	320	40	2410	459	250	300	2	—
St. Clair	—	—	19	2	13750	2309	199	16240	90	1259	1445	3	7
Sumter	—	4	29	12	27385	1447	199	28029	140	3412	3593	5	4
Talladega	—	—	5	23	18785	1550	174	18309	50	1518	1596	1	5
Tallapoosa	—	3	12	50	20210	535	333	21283	35	1680	1750	2	11
Tuscaloosa	—	1	18	44	16110	1199	53	17340	79	2984	3254	30	6
Walker	—	—	25	46	559	2139	317	2997	357	1800	1783	2	179
Washington	—	1	1	21	—	—	—	—	—	989	—	9	—
Wilcox	—	—	8	5	3508	—	—	—	—	—	—	—	—
Winston	—	—	30	30	—	—	—	—	—	—	—	—	—
Total	651	225	523	1810	\$1035698	\$1080393	17919	\$1154056	5848	79198	96113	161	853

No report.

COLORED

COUNTIES	AVERAGE LENGTH OF TERM IN.						NUMBER OF VISITS OF COUNTY SUPERINTENDENT AND ASSISTANTS TO.							
	One-Teacher Schools	Two-Teacher Schools	Three Teacher Schools	Four-Teacher Schools	Five-Teacher Schools	Six or More Teacher Schools	All Schools	One-Teacher Schools	Two-Teacher Schools	Three-Teacher Schools	Four-Teacher Schools	Five-Teacher Schools	Six or More Teacher Schools	All Schools
Autauga	70	78	100				73	21	8			6		34
Baldwin	109	137		156			115	4						4
Barbour	76						76	6	3			8		15
Bibb	45	56	120	126			65	2		1				2
Blount	60						60	96	4					100
Bullock	101	110					102	10	2					12
Butler	80	80					80	20	2					22
Calhoun	93	140					95	43	33					36
Chambers	110	135				160	126	14					10	14
Cherokee	78						78	19	1					20
Chilton	87	100	60				88	6		7				13
Chectaw	60	60					60	21	2					23
Clarke	57	138					64	2						2
Clay	100						100							
Cleburne	100						100	44	15					74
Coffee	66	62		136			70	9	19	8				36
Colbert	60	84		120	120		71	23	18			10		51
Conecuh	93	93			160		95	40	10			8		58
Coosa	78	134		140			83	139	64	41		10		268
Covington	100	100					100	7	4					11
Crenshaw	72	76					73							
Cullman			100				100							
Dale	80						80	12	1					13
Dallas	76						76	88						88
DeKalb	80						80							
Elmore	83	92					84	10						10
Escambia	77	140					81	13	2					15
Etowah	100						100	3						3
Payette	102	102	102				102	4		1				4

DEPARTMENT OF EDUCATION.

	73	100	100	135	132	143	160	91	2	4	9	14	16	3
Franklin	79	140	100					79	4					4
Geneva	80	110	100					81	200	10				210
Greene	98	80	100					99	90	10				100
Hale	59	169	169			140		65	25	1			6	32
Henry	80	169	169					80	43					43
Houston	62	169	169					62	6					6
Jackson	169	169	169					169	458	140	100	40	78	1065
Jefferson	72	90	90					75	7	5	249			12
Lamar	80	140	140					91		2				2
Lauderdale	52	160	140					63	5		2			7
Lawrence	100	100	140					103	52	2	1			55
Lee	120	73	73					120	2					2
Limestone	73	98	98					73						
Lowndes	98	100	100					98	105	23				128
Macon	83	120	140					84	5	1				6
Madison	110	100	100					111	30					30
Marengo	100	173	173					100						3
Marion	56	173	173					56	3					3
Marshall	150	80	80					159	50	36	21	3	66	176
Mobile	88	100	120					80	112		3			115
Monroe	93	90	90					92	180	111	10			301
Montgomery	98	100	100					93	17					17
Morgan	74	100	100					94	59			5		64
Perry	60	98	98					63	49	10			7	66
Pickens	80	100	100					62	6	5	2			13
Pike	98	65	65					86	15	6	5			28
Randolph	55	100	100					100	37	3	4			44
Russell	76	140	140					57	25	8				33
Shelby	93	123	123					87	10	2				12
St. Clair	82	80	80					94	26	2				28
Sumter	81	132	132					82	29					29
Talladega	80	165	165					84	55	11				66
Tallapoosa	124	85	85					85	7	14	4		5	30
Tuscaloosa	65	80	80					131	45	36	11		10	102
Walker	70	80	80					68	3	2				5
Washington								70						
Wilcox														
Winston														
Averages	87	104	135	132	143	160	91	2	4	9	14	16	3	

CITIES.

NAME OF CITY	CERTIFICATES HELD BY WHITE TEACHERS										CERTIFICATES HELD BY COLORED TEACHERS													
	Life		First		Second		Third		Total		Grand Total		Life		First		Second		Third		Total		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Grand Total	Male	Female	Male	Female	Male	Female	Male	Female	Total	Grand Total		
Prattville	0	2	0	0	2	0	3	0	0	0	0	12	0	12	0	1	0	1	0	1	1	2	3	
Eufaula	1	6	0	6	0	2	0	0	0	1	14	15	1	14	0	1	0	0	0	1	1	2	4	
Union Springs	0	0	1	0	0	0	0	0	0	1	9	10	0	9	0	1	0	0	0	1	1	2	4	
Jacksonville	1	2	1	2	0	0	0	1	1	2	12	14	0	12	0	1	0	0	0	1	1	2	1	
Piedmont	1	1	1	6	0	1	1	0	0	1	8	9	0	8	0	0	1	0	0	1	1	2	1	
Lanett	2	8	0	10	0	2	2	0	1	2	21	23	1	21	0	0	1	0	1	1	2	3	4	
Enterprise	0	0	1	3	0	3	0	0	0	1	6	7	0	6	0	0	1	0	1	1	2	3	4	
Sheffield	1	5	1	15	0	2	2	0	0	2	21	24	1	21	0	0	2	0	1	1	3	4	6	
Andalusia	1	4	2	8	0	4	0	0	0	3	17	20	1	17	0	0	1	0	2	1	3	6	8	
Florala	1	1	0	6	0	2	2	0	0	1	9	10	0	9	0	1	0	0	1	1	2	3	4	
Cullman	0	0	1	4	0	6	0	0	0	1	10	11	0	10	0	0	1	0	1	1	2	3	6	
Ozark	1	2	0	4	0	3	0	0	0	1	9	10	1	9	0	0	2	0	2	1	3	6	8	
Selma	2	20	2	18	0	22	0	2	2	5	42	47	1	42	1	1	7	0	2	1	13	16	23	
Atmore	1	1	0	4	0	1	1	0	0	1	6	7	0	6	0	0	1	0	2	1	3	4	6	
Alabama City	0	0	0	8	0	5	0	2	0	0	16	18	0	16	0	0	1	0	0	0	1	2	3	
Attalla	0	3	0	2	0	3	0	0	0	0	7	7	0	7	0	0	1	0	1	1	2	3	5	
Gadsden	3	12	1	26	0	8	0	0	0	4	43	47	0	43	0	0	1	0	4	1	5	7	10	
Russellville	0	4	0	3	0	1	1	0	0	0	8	8	0	8	0	0	1	0	0	0	1	2	3	
Greensboro	1	2	0	3	0	2	2	0	0	1	7	8	0	7	0	0	1	0	0	1	2	3	5	
Dothan	3	4	2	19	0	4	0	0	1	8	27	32	0	27	0	1	4	0	2	1	3	4	7	
Bridgeport	1	1	0	1	0	6	0	0	0	1	9	10	0	9	0	0	0	0	0	0	0	1	2	
Beaumont	3	16	5	28	1	1	1	1	2	9	58	67	1	58	0	1	1	0	14	1	15	21	31	
Birmingham	27	155	11	180	23	132	3	38	63	331	394	7	331	7	2	10	7	95	84	30	176	196		

CITIES.

NAME OF CITY	Number of Pupils Completing Seventh Grade				Value of White School			Value of Colored School				
	White			Colored	Building and Site	Furniture	Equipment	Building and Site	Furniture	Equipment		
	Male	Female	Total	Male							Female	Total
Prattville	11	20	31				\$ 16,000	\$ 1,600	\$ 500	\$ 2,500	\$ 100	\$ 50
Eufaula	18	22	40	4	8	12	60,000	3,000	1,000	5,000	500	500
Union Springs	12	12	24	2	5	7	75,000	3,000	2,000	10,000	800	200
Jacksonville	5	10	15				25,000	1,500	500	2,500	100	0
Piedmont	12	14	26				40,000	5,000	50	500	50	0
Lanett	20	29	49	3	5	8	100,000	3,000	1,000	4,000	500	300
Enterprise							3,000	1,500	500	1,800	700	10
Sheffield	21	29	50	2	7	9	100,000	10,000		2,000	250	
Andalusia	23	23	46			0	70,000	8,000	2,000	750	150	
Florala	12	10	22			0	35,000	2,500	250	1,800	400	50
Cullman	27	29	56			0	35,000	2,000	500			
Ozark	11	13	24	8	10	18	7,500	5,000	1,000	250	200	25
Selma	50	48	98	12	31	43	200,000	15,000	3,500	30,000	3,000	750
Atmore	9	16	25	1	3	4	8,000	1,000	25			
Alabama City	12	17	29				25,000	2,000	0			
Attalla	12	14	26		3	3	19,000	15,000	75	3,500	500	50
Gadsden	34	45	79	2	4	6	200,000	13,000	1,500	10,000	1,500	
Russellville							20,000	1,600	200			
Greensboro	5	17	22	3	5	8	16,500	1,500	100	3,000	300	
Dothan	19	40	59	0	3	3	275,000	15,000	1,500	2,500	400	100
Bridgeport	4	6	10			0	10,000	1,620	75			
Bessemer	50	60	110	10	30	40	275,000	35,000	12,000	25,000	5,000	3,000
Birmingham	641	767	1,408	114	180	294	1,748,827	101,000		587,413	43,000	

CITIES.

NAME OF CITY	Number of Pupils Completing Seventh Grade					Value of White School			Value of Colored School			
	White			Colored		Building and Site	Furniture	Equipment	Building and Site	Furniture	Equipment	
	Male	Female	Total	Male	Female							Total
Florence	27	53	80	4	3	7	120,000	8,000	1,500	13,000	1,100	300
Opelika	30	18	48				13,000	2,000		400	100	0
Phoenix	7	10	17	2	3	5	4,000	1,200	0	0	0	0
Athens	22	28	50				15,000	1,500	350	23,000	2,200	100
Tuskegee	2	11	13				160,000	15,800	9,100	8,500	5,000	25
Huntsville	10	15	25	7	7	14	30,000	2,000	900			
Demopolis	14	12	26	4	3	7	530,500	45,000	15,000	38,000	8,000	1,200
Mobile	143	187	330	13	39	52	440,800	48,483	2,500	57,500	4,000	200
Montgomery	107	153	260	26	55	81	100,000	8,000	400	1,800	200	0
Albany	29	39	68	0	3	3	29,000	2,000		5,000	500	
Decatur							110,000	13,000	2,000	500	250	50
Troy	18	22	40	1	5	6	90,000	5,000	500	1,500	200	25
Roanoke	24	22	46	1	2	3	25,000	3,000	500	1,200	500	100
Girard	8	13	21	1	1	2	58,000	20,000	300	18,800	2,000	0
Sylacauga	22	30	52				52,500	4,400	250	2,500	750	50
Talladega	25	28	53				35,000	5,250	500	5,000	500	30
Alexander City	20	27	47	2	3	5	121,400	5,000	2,500		0	0
Tuscaloosa	37	52	89	5	15	20	35,000	1,500				
Jasper	17	19	36	0	4	4						
Total	1,565	1,990	3,555	227	437	664	\$5,822,327	\$ 448,038	\$ 65,135	\$ 868,918	\$ 80,853	\$ 7,045

COUNTY HIGH SCHOOLS

COUNTIES	TEACHERS*			Average Salary	
	Male	Female	Total	Teachers	Principals
Autauga	1	3	4	\$ 733.00	\$ 1,500
Barbour	1	2	3	812.50	1,350
Bibb	2	4	6	947.25	2,410
Blount	2	2	4	946.33	1,734
Calhoun	2	2	4	811.33	1,800
Chambers	2	1	3	1,204.00	1,650
Cherokee	1	2	3	776.00	1,500
Chilton	2	2	4	813.33	1,650
Choctaw	1	2	3	675.00	1,500
Clarke	3	2	5	767.50	1,500
Clay	1	3	4	770.00	1,450
Cleburne	1	2	3	746.00	1,500
Coffee	2	2	4	1,170.00	1,620
Colbert	1	2	3	787.50	1,500
Conecuh	1	3	4	773.33	1,500
Coosa	2	1	3	1,147.50	1,375
Covington	2	3	5	721.00	2,000
Crenshaw	1	3	4	675.00	1,500
Cullman	3	3	6	1,080.00	2,500
Dallas	2	2	4	885.00	1,800
DeKalb	2	1	3	912.50	1,400
Elmore†	1	3	4	730.33	1,500
Escambia	2	2	4	785.00	2,000
Etowah					2,000
Fayette	1	2	3	1,012.50	2,000
Franklin	2	2	4	933.33	1,500
Geneva	2	3	5	679.75	1,800
Henry	1	3	4	735.00	2,200
Houston	2	1	3	814.50	1,600
Jackson	1	3	4	1,031.66	1,800
Jefferson	5	7	12	733.00	2,500
Lamar	2	2	4	793.66	1,500
Lauderdale‡	2	4	6	646.00	1,500
Lawrence	3	1	4	796.66	1,650
Lee	2	2	4	1,220.66	2,000
Limestone	1	2	3	750.00	1,500
Lowndes	1	2	3	742.50	1,277
Macon†	3	1	4	686.00	1,500
Madison	1	2	3	765.00	1,800
Marengo	1	3	4	674.00	1,600
Marion	2	2	4	475.00	2,000
Marshall	2	2	4	813.33	1,920
Monroe	1	3	4	810.00	1,800
Morgan	2	3	5	824.25	1,506

*Including principal.

†Including one part-time teacher.

‡Including two part-time teachers.

COUNTY HIGH SCHOOLS—Continued

COUNTIES	TEACHERS			Average Salary	
	Male	Female	Total	Teachers	Principals
Perry	1	3	4	820.66	2,500
Pickens	2	2	4	599.33	2,000
Pike	1	2	3	810.00	1,500
Randolph				2,430.00	1,500
Shelby	3	2	5	607.50	2,000
St. Clair	2	1	3	624.00	1,800
Sumter	1	3	4	472.00	2,000
Talladega	2	1	3	888.00	2,000
Tallapoosa	2	2	4	562.00	1,650
Walker	5	4	9		2,475
Washington	1	2	3	725.50	1,500
Wilcox					2,000
Winston	2	2	4	1,083.00	1,800

SECONDARY AGRICULTURAL SCHOOLS

Abbeville*	3	2	5	\$ 463	\$ 1,917
Albertville	2	5	7	646	2,100
Athens	2	3	5	542	2,000
Blountsville	2	3	5	894	2,100
Evergreen*	2	3	5	543	1,800
Hamilton	2	2		910	1,997
Jackson	2	2	4	943	2,000
Sylacauga	3	3	6	789	2,300
Wetumpka	3	2	5	1,782	2,203

*Including one part-time teacher.

BIENNIAL SCHOOL CENSUS—1920

Totals for State

COUNTIES	Age 6	Literate 7 to 21	Illiterate 7 to 21	Total 7 to 21
(a) White Male	18,441	208,161	30,835	238,996
(b) White Female	17,931	202,871	23,514	226,385
Total White	36,372	411,032	54,349	465,381
(c) Colored Male	11,608	100,983	50,999	151,982
(d) Colored Female	11,567	112,922	41,991	154,913
Total Colored	23,175	213,905	92,990	306,895
(e) Grand Total	59,547	624,937	147,339	772,276

Totals by Counties

WHITE MALE

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total White Males Age 7 to 21
Autauga	109	1,263	179	1,442
Baldwin	211	2,471	319	2,790
Barbour	102	2,033	366	2,399
Bibb	184	2,506	326	2,832
Blount	354	3,860	733	4,593
Bullock	57	626	58	684
Butler	197	2,193	339	2,532
Calhoun	355	5,353	348	5,701
Chambers	260	3,420	176	3,596
Cherokee	262	2,638	567	3,205
Chilton	282	2,685	545	3,230
Choctaw	130	1,353	223	1,576
Clarke	173	1,854	334	2,188
Clay	249	2,725	606	3,331
Cleburne	208	1,697	444	2,141
Coffee	261	3,470	741	4,211
Colbert	237	2,730	483	3,213
Conecuh	161	2,113	261	2,374
Coosa	130	1,332	168	1,500
Covington	427	4,311	821	5,132
Crenshaw	202	2,064	433	2,497
Cullman	474	5,028	875	5,903
DeKalb	419	5,513	734	6,247
Dallas	155	1,526	149	1,675
Dale	211	2,410	664	3,074
Elmore	167	2,726	276	3,002
Escambia	254	2,534	387	2,921
Etowah	530	5,406	957	6,363
Fayette	224	2,411	439	2,850
Franklin	247	2,778	775	3,553
Geneva	378	3,352	986	4,338
Greene	25	369	14	383
Hale	79	861	76	937
Henry	145	1,455	186	1,641

Totals by Counties—Continued

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total White Males Age 7 to 21
Houston	288	4,035	366	4,401
Jackson	511	4,570	1,427	5,997
Jefferson	2,076	24,064	1,476	25,540
Lamar	216	2,453	413	2,866
Lauderdale	383	5,518	558	6,076
Lawrence	241	2,596	632	3,228
Lee	148	1,955	138	2,093
Limestone	276	3,173	804	3,977
Lowndes	38	474	35	509
Macon	55	537	41	578
Madison	431	4,653	814	5,467
Marengo	126	1,432	77	1,509
Marion	322	3,428	554	3,982
Marshall	437	4,595	872	5,467
Mobile	684	7,427	339	7,766
Monroe	188	1,951	239	2,190
Montgomery	338	3,913	318	4,231
Morgan	445	4,939	433	5,372
Perry	74	1,014	67	1,081
Pickens	176	2,189	217	2,406
Pike	231	2,432	339	2,771
Randolph	331	3,182	625	3,807
Russell	75	713	142	855
Shelby	219	2,878	609	3,487
St. Clair	294	2,878	460	3,338
Sumter	108	908	169	1,077
Talladega	272	3,407	779	4,186
Tallapoosa	283	2,957	363	3,320
Tuscaloosa	360	4,720	694	5,414
Walker	576	5,907	1,128	7,035
Washington	116	1,325	252	1,577
Wilcox	70	834	71	905
Winston	194	2,038	396	2,434
Totals.....	18,441	208,161	30,835	238,996

Totals by Counties—Continued

WHITE FEMALE

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total Colored Females Age 7 to 21
Autauga	96	1,257	152	1,409
Baldwin	229	2,324	229	2,553
Barbour	109	1,884	236	2,120
Bibb	212	2,360	285	2,645
Blount	331	3,814	581	4,395
Bullock	59	634	53	687
Butler	200	2,054	275	2,329
Calhoun	484	5,211	281	5,492
Chambers	254	3,427	123	3,550
Cherokee	236	2,601	422	3,023
Chilton	237	2,606	373	2,979
Choctaw	108	1,298	154	1,452
Clarke	132	1,714	238	1,952
Clay	243	2,684	411	3,135
Cleburne	194	1,730	330	2,060
Coffee	247	3,443	507	3,950
Colbert	236	2,692	338	3,030
Conecuh	189	1,980	218	2,198
Coosa	132	1,295	159	1,454
Covington	424	4,313	428	4,941
Crenshaw	196	2,241	399	2,640
Cullman	449	4,779	550	5,429
Dale	248	2,468	433	2,901
Dallas	153	1,525	119	1,644
DeKalb	406	5,115	511	5,626
Elmore	183	2,438	231	2,669
Escambia	191	2,446	300	2,746
Etowah	551	5,603	799	6,402
Fayette	246	2,249	308	2,557
Franklin	212	2,789	688	3,477
Geneva	362	3,444	700	4,243
Greene	31	333	13	346
Hale	75	823	52	875
Henry	124	1,424	168	1,592

Totals by Counties—Continued

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total White Females Age 7 to 21
Houston	328	3,890	257	4,147
Jackson	438	4,452	921	5,373
Jefferson	1,676	23,746	1,195	24,941
Lamar	213	2,422	323	2,745
Lauderdale	372	5,159	394	5,553
Lawrence	287	2,402	473	2,875
Lee	120	1,890	113	2,003
Limestone	303	2,979	587	3,566
Lowndes	39	447	24	471
Macon	50	488	34	522
Madison	495	4,471	634	5,105
Marengo	126	1,419	64	1,483
Marion	336	3,406	463	3,869
Marshall	413	4,599	689	5,288
Mobile	781	7,438	1,004	7,702
Monroe	156	1,924	152	2,076
Montgomery	353	4,136	243	4,379
Morgan	419	4,685	360	5,045
Perry	86	997	61	1,058
Pickens	152	2,020	187	2,207
Pike	214	2,308	283	2,591
Randolph	282	3,157	493	3,650
Russell	50	768	100	868
Shelby	232	2,654	432	3,086
St. Clair	256	2,757	363	3,120
Sumter	95	931	154	1,085
Talladega	244	3,297	582	3,879
Tallapoosa	230	2,778	257	3,035
Tuscaloosa	435	4,417	547	4,964
Walker	580	5,746	836	6,582
Washington	109	1,252	158	1,410
Wilcox	65	781	54	835
Winston	214	2,057	314	2,371
Totals	17,931	202,871	23,514	226,385

Totals by Counties—Continued

COLORED MALE

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total Colored Males Age 7 to 21
Autauga	150	1,133	737	1,870
Baldwin	58	611	271	882
Barbour	178	1,893	2,041	3,934
Bibb	66	729	375	1,104
Blount	10	143	34	177
Bullock	321	2,364	1,972	4,336
Butler	175	1,269	1,409	2,678
Calhoun	155	2,259	248	2,507
Chambers	273	3,340	430	3,770
Cherokee	32	268	114	382
Chilton	74	464	258	722
Choctaw	97	1,189	806	1,995
Clarke	185	1,187	1,244	2,431
Clay	38	335	251	586
Cleburne	13	85	42	127
Coffee	76	704	432	1,136
Colbert	103	1,168	567	1,735
Conecuh	145	1,406	409	1,815
Coosa	80	732	361	1,093
Covington	101	771	408	1,179
Crenshaw	88	612	627	1,239
Cullman	9	68	17	85
Dale	65	415	451	866
Dallas	637	4,262	3,276	7,538
DeKalb	4	91	24	115
Elmore	142	1,279	813	2,092
Escambia	71	638	406	1,044
Etowah	134	808	404	1,212
Fayette	24	292	159	451
Franklin	14	74	98	172
Geneva	49	384	299	683
Greene	129	1,306	1,273	2,579
Hale	263	2,423	1,238	3,661
Henry	160	872	791	1,663

Totals by Counties—Continued

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total Colored Males Age 7 to 21
Houston	112	994	424	1,418
Jackson	53	320	194	514
Jefferson	1,608	16,891	2,736	19,627
Lamar	39	329	233	562
Lauderdale	85	1,777	323	2,100
Lawrence	103	587	407	994
Lee	184	2,278	1,155	3,433
Limestone	118	769	925	1,694
Lowndes	123	2,680	2,037	4,697
Macon	268	2,256	1,093	3,349
Madison	206	1,749	991	2,740
Marengo	322	2,598	1,644	4,242
Marion	9	91	24	115
Marshall	4	98	101	199
Mobile	420	3,417	521	3,938
Monroe	188	1,580	975	2,555
Montgomery	725	5,566	2,365	7,931
Morgan	126	1,277	214	1,491
Perry	203	2,271	1,091	3,362
Pickens	139	1,556	632	2,188
Pike	302	1,567	878	2,445
Randolph	79	682	300	962
Russell	355	2,488	1,200	3,688
Shelby	78	596	404	992
St. Clair	51	456	222	678
Sumter	382	2,364	2,347	4,711
Talladega	211	1,683	1,252	2,935
Tallapoosa	123	1,205	593	1,798
Tuscaloosa	210	1,911	795	2,706
Walker	73	627	176	803
Washington	58	444	545	1,081
Wilcox	332	2,224	1,925	4,149
Winston		6		6
Totals	11,608	100,983	50,999	151,982

Totals by Counties—Continued

COLORED FEMALE

COUNTIES	Age 6	Total Literate Age 7 to 21	Total Illiterate Age 7 to 21	Grand Total Colored Males Age 7 to 21
Autauga	166	1,311	573	1,884
Baldwin	65	613	220	833
Barbour	196	2,180	1,742	3,922
Bibb	78	794	323	1,117
Blount	13	146	39	185
Bullock	358	2,939	1,570	4,509
Butler	193	1,545	1,149	2,694
Calhoun	182	2,487	209	2,696
Chambers	266	3,382	344	3,726
Cherokee	20	265	85	350
Chilton	63	480	189	669
Choctaw	111	1,295	629	1,924
Clarke	176	1,491	953	2,444
Clay	42	337	191	528
Cleburne	7	85	28	113
Coffee	77	798	290	1,088
Colbert	101	1,329	463	1,792
Conecuh	169	1,581	469	2,050
Coosa	94	750	253	1,003
Covington	95	709	357	1,256
Crenshaw	102	777	555	1,332
Cullman	7	45	13	58
Dale	65	550	380	930
Dallas	647	4,636	2,634	7,270
DeKalb	8	75	9	84
Elmore	168	1,520	617	2,137
Escambia	75	783	290	1,073
Etowah	139	847	304	1,151
Fayette	15	332	136	468
Franklin	10	114	78	192
Geneva	55	459	250	709
Greene	112	1,513	1,076	2,589
Hale	291	2,641	1,040	3,681
Henry	153	986	662	1,648

Totals by Counties—Continued

	Age 6	To Litt A 7 to
Houston	120	
Jackson	41	
Jefferson	1,745	1
Lamar	44	
Lauderdale	113	
Lawrence	89	
Lee	180	
Limestone	125	
Lowndes	254	
Macon	315	
Madison	239	
Marengo	337	
Marion	9	
Marshall	10	
Mobile	468	
Monroe	135	
Montgomery	704	
Morgan	105	
Perry	187	
Pickens	140	
Pike	210	
Randolph	74	
Russell	205	
Shelby	74	
St. Clair	41	
Sumter	372	
Talladega	192	
Tallapoosa	138	
Tuscaloosa	290	
Walker	61	
Washington	69	
Wilcox	321	
Winston		
Totals	11,567	11

REPORT OF THE ALABAMA POLYTECHNIC INSTITUTE FOR
THE SCHOLASTIC YEAR ENDING JUNE 30, 1920

1. Year of first opening, 1872.

	Stu- dents	Teach- ers*
2. Students and Teachers:		
a. Academic Departments (required for all courses)	864	29
b. Engineering and Architecture	643	33
c. Agricultural Sciences	312	25
d. Pharmacy	43	2
e. Veterinary Medicine and Surgery.....	49	†7
f. Education	218	3
	<hr/>	<hr/>
Totals excluding duplicates.....	1,273	112
g. Vocational Agriculture Teachers (Summer School)	33	0
h. Summer Session (1920).....	482	42
i. Farmers' Short Summer Courses (1920).....	625	

	Male	Female
3. Degrees Conferred		
a. B. S.	107	
b. M. S.	1	
c. E. E.	2	
d. C. E.	3	
e. Ph. G.	10	2
f. D. V. M.....	7	
	<hr/>	<hr/>
Totals.....	130	2

4. Libraries:

- a. Number of bound volumes, 34,000.
- b. Number of pamphlets, 5,200.
- c. Total value of Library plant.....\$ 125,000.00

5. Value of scientific apparatus, machinery, and furni- ture	150,000.00
6. Value of grounds.....	50,000.00
7. Value of college buildings.....	840,500.00
8. Value of dormitories.....	60,000.00
	<hr/>

Total value of college plant.....\$ 1,225,500.00

9. Amount of endowment fund.....	\$ 284,500.00
10. Receipts for 1919-20:	
a. From students' fees and room rent.....	29,981.87
b. From productive funds.....	21,440.00
c. From State:	
For fertilizer inspection, oils, feeds, drugs, etc.....	65,776.60
d. From U. S. Government:	
Morrill	29,520.00
e. From other sources (miscellaneous).....	28,866.50
<hr/>	
Total receipts.....	\$ 175,584.97

The Experiment Station funds are entirely separate from the College income and by law cannot be used in any way for teaching, maintenance, or any college purpose.

SPRIGHT DOWELL,
President.

†Two lecturers included.

*Including student assistants.

REPORT OF THE UNIVERSITY OF ALABAMA FOR SCHOLASTIC YEAR ENDING JUNE 30, 1920

1. Year of first opening, 1831.	Stu-	Teach-
2. Students and Teachers.	dents.	ers.
a. Department of Arts and Sciences.....	720	44
b. Department of Engineering.....	210	15
c. Department of Law.....	135	3
d. Department of Education:		
(1) Resident Students	97	
(2) Extension Students	32	129
e. Summer School	845	41
f. Department of Medicine.....	51	17
g. Department of Pharmacy.....	8	1
h. Department of Commerce.....	71	5
i. Vocational Rehabilitation	30	5
Total.....	2,199	170
3. Degrees conferred in 1920:		
a. A. B.: Male, 30; Female, 19.		
A. B. in Education: Male, 0; Female, 0.		
b. B. S.: Male, 85; Female, 7.		
B. S. in Engineering: Male, 8.		
B. S. in Education: Male, 2.		
c. M. A.: Male, 1.		
d. LL.B.: Male, 28; Female, 2.		
e. M. D.: 10.		
4. Libraries:		
a. Number of bound volumes, 33,700.		
b. Number of pamphlets, 16,000.		
c. Total value of library, \$53,500.		
5. Value of scientific apparatus, machinery, and furniture, \$140,000.		
6. Value of grounds, \$300,000.		
7. Value of school buildings, \$807,318.		
8. Value of dormitories, \$220,000.		
Total value of school properties, \$1,520,818.		
9. Amount of endowment fund, \$954,337.12.		
10. Number of fellowships, 28.		

11. Receipts for 1919-20:

- a. From students' fees, \$53,000.00, including board and room rent.**
- b. From productive funds, \$61,000.00, including \$36,000 constitutional settlement of old State debt.**
- c. From State:**
For maintenance, \$73,750.00, including \$25,000.00 for School of Medicine and \$5,000 for Summer School.
- d. From Smith-Hughes fund, \$5,816.05.**
- e. From other sources, \$15,000.00.**

Total receipts, \$208,566.05, including Summer School and School of Medicine.

**Respectfully submitted,
GEORGE H. DENNY,
President.**

ALABAMA TECHNICAL INSTITUTE AND COLLEGE FOR WOMEN, MONTEVALLO, ALABAMA, 1919-20

The enrollment for the session 1919-20 was as follows:

Graduates	4	
Junior College	12	
Sophomore College	81	
Freshman College	159	
Senior High School.....	108	
Junior High School.....	91	
Specials	36	
Extension Course	34	
	<hr/>	
Total		525
Summer School	277	
Training School	308	
	<hr/>	
Total		585
		<hr/>
Grand total.....		1,110

Sixty-six counties were represented, and there were seven pupils from other states.

1. Year of first opening, 1896.

	Stu- dents.	Teach- ers.
2. Students and Teachers:		
a. Academic Department	525	18
b. Technical Department	505	18
c. Summer School	277	24
d. Training School	308	5
	<hr/>	<hr/>
Total, excluding duplicates.....	1,110	65

3. Library:

- a. Number of bound volumes, 9,976.
- b. Number of pamphlets, 2,713.
- c. Total value of library.....\$ 11,000.00

4. Value of scientific apparatus.....	6,000.00
Machinery	45,000.00
Furniture (school room).....	10,000.00
Furniture (dormitory)	10,590.00
5. Value of school grounds.....	15,500.00
6. Value of school buildings.....	175,000.00
7. Value of dormitories, power house, laundry, barns, infirmary, residences	490,500.00
<hr/>	
Total value of school property.....	\$763,000.00
8. Receipts for 1919-20:	
a. From students' fees	\$ 19,351.98
b. From productive funds.....	20,986.11
c. From State for maintenance.....	42,750.00
d. From Smith-Hughes Act.....	6,442.81
<hr/>	
Total receipts.....	\$ 89,530.90

T. W. PALMER,
President.

**ANNUAL REPORT OF THE STATE NORMAL SCHOOL AT
LIVINGSTON, ALABAMA, FOR YEAR ENDING
MAY 31, 1920**

	Fall Term		Winter Term		Spring Term		Summer Term	
	Male	Female	Male	Female	Male	Female	Male	Female
Enrollment in:								
a. Professional work	6	217	5	207	7	229	12	146
b. Professional work for six weeks or less	0	2	0	2	0	3	1	17
c. Certificate course for six weeks or less	2	9	0	3	0	3	0	79
Total excluding duplicates	8	228	5	212	7	235	13	242

Students completing work in:	Male	Female
a. Freshman year	1	71
b. Sophomore year	3	65
c. Junior year	2	57
d. Senior year	2	51
Total excluding duplicates	8	244

Number graduating during each term:	Male	Female	Total
a. Fall term	0	10	10
b. Winter term	1	5	6
c. Spring term	1	15	16
d. Summer term	0	21	21
Total	2	51	53

Enrollment in model school:	Male	Female	Total
First grade	1	8	9
Second grade	7	8	15
Third grade	2	13	15
Fourth grade	8	8	16
Fifth grade	5	7	12
Sixth grade	4	10	14
Seventh grade	4	13	17
Total	31	67	98

Names of counties and numbers from each represented in enrollment (Total No. 1):

Sumter, 75; Choctaw, 60; Marengo, 38; Tuscaloosa, 34; Jefferson, 27; Hale, 24; Pickens, 23; Greene, 18; Perry, 17; Dallas, 16; Washington, 13; Wilcox, 11; Clarke, 8; Monroe, 8; Fayette, 8; Bullock, 7; Bibb, 7; Lowndes, 7; Elmore, 6; Escambia, 5; Mobile, 5; Chambers, 4; Montgomery, 4; Coffee, 3; Randolph, 3; Chilton, 3; Clay, 1; Walker, 1; Franklin, 1; Marion, 1; Dale, 1; Baldwin, 1; Lee, 1; Lamar, 1; Covington, 1; Shelby, 1; Tallapoosa, 1; Mississippi, 3; Georgia, 1; Tennessee, 1; Arkansas, 1.

Total from Alabama (a), 445; total from other states (b), 6.

Total (a) and (b) 451.	Male	Female	Total
Number of teachers employed.....	5	9	14
Number of volumes in library.....			2,200
Value of library			3,700
Value of buildings and sites.....			\$200,000.00
Value of equipment (seats, desks, etc.).....			\$4,000.00
Value of scientific apparatus and teaching equipment.....			\$1,000.00

Financial Statement—Receipts

Balance from previous year.....	\$ 2,785.73
State appropriation for maintenance.....	25,000.00
Matriculation fees	9,160.00
Special class fees (laboratory, domestic science, etc.).....	2,608.50
Board and room rent in dormitory.....	31,987.89
All other sources.....	2,500.00
Total.....	<u>\$74,042.12</u>

Disbursements

Salaries of teachers.....	\$32,438.42
Wages of school janitors, engineers, etc. (not dormitory).....	484.00
Fuel, water, light, janitors' supplies, and other expenses of school plant	3,736.24
Repairs, replacement of equipment, insurance, interest, and other upkeep charges.....	2,034.87
New equipment (seats, desks, etc.).....	1,594.71
Scientific apparatus and teaching equipment.....	122.55
Expenses of dormitory maintenance (include coal, light, help, etc.)	4,244.14
All other expenses.....	28,311.66
Balance on hand.....	1,075.53
Total.....	<u>\$74,042.12</u>

**ANNUAL REPORT OF THE STATE NORMAL SCHOOL AT TROY,
ALABAMA, FOR YEAR ENDING MAY 31, 1920**

	Fall Term		Winter Term		Spring Term		Summer Term	
	Male	Female	Male	Female	Male	Female	Male	Female
Enrollment in:								
a. Professional work*	36	189	26	180	25	179	22	98
b. Professional work for six weeks or less	1	2	0	0	0	8	2	30
c. Certificate course for six weeks or less	0	7	1	1	1	6	10	132
Unclassified	1							4
Total excluding duplicates	37	198	27	183	27	194	34	264

Number graduating during each term:	Male	Female	Total
a. Fall term	0	0	0
b. Winter term		8	8
c. Spring term	5	44	49
d. Summer term	1	14	15
Total	6	66	72

Enrollment in model school:	Male	Female	Total
First grade	12	7	19
Second grade	9	7	16
Third grade	4	12	16
Fourth grade	5	7	12
Fifth grade	6	10	16
Sixth grade	7	12	19
Seventh grade	4	15	19
Total	47	70	117

Names of counties and numbers from each represented in enrollment:

Pike, 93; Wilcox, 7; Bullock, 27; Escambia, 8; Autauga, 7; Madison, 2; Russell, 2; Cullman, 2; Randolph, 2; Shelby, 1; Macon, 9; Lee, 1;

Chilton, 5; Covington, 23; Tuscaloosa, 1; Houston, 33; Chambers, 5; Dallas, 2; Jefferson, 4; Coffee, 49; Coosa, 2; Lowndes, 6; Henry, 28; Tallapoosa, 1; Elmore, 18; Jackson, 2; Clarke, 3; Conecuh, 19; Monroe, 17; Geneva, 28; Baldwin, 6; Crenshaw, 27; Barbour, 33; Dale, 55; Butler, 20; Marengo, 3; Montgomery, 14.

Total from Alabama, 565; total from other states, 3.

Number of teachers employed: Male, 6; female, 13; total, 19.

Number of volumes in library.....	5,000
Value of library.....	\$7,500
Value of buildings and sites.....	\$225,000
Value of equipment (seats, desks, etc.).....	\$5,000
Value of scientific apparatus and teaching equipment.....	\$4,000

Financial Statement—Receipts

Balance from previous year.....	\$ 5,233.21
State appropriation for maintenance.....	18,750.00
Matriculation fees	9,252.15
Special class fees (laboratory, domestic science, etc.).....	1,105.25
State appropriation for buildings and equipment.....	2,500.00
Board and room rent in dormitory.....	25,351.45
All other sources.....	5,278.91
Deficit	696.68

Total.....	\$68,167.75
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Disbursements

Salaries of teachers.....	\$32,846.86
Wages of school janitors, engineers, etc. (not dormitory).....	1,295.92
Fuel, water, light, janitors' supplies, and other expenses of school plant	2,601.19
Repairs, replacement of equipment, insurance, interest and other upkeep charges.....	3,912.07
New equipment (seats, desks, etc.).....	1,303.36
Expenses of dormitory maintenance (include coal, light, help, etc.)	23,657.26
All other expenses.....	2,551.09

Total.....	\$68,167.75
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**ANNUAL REPORT OF THE STATE NORMAL SCHOOL AT
JACKSONVILLE, ALABAMA, FOR YEAR ENDING
MAY 31, 1920**

	Fall Term		Winter Term		Spring Term		Summer Term	
	Male	Female	Male	Female	Male	Female	Male	Female
Enrollment in:								
a. Professional work	45	90	9	5	2	5	9	42
b. Professional work for six weeks or less	5	5	4	2	0	6	4	21
c. Certificate course for six weeks or less	1	14	0	3	0	2	8	60
Total excluding duplicates.....	51	109	13	10	2	13	21	123

Students completing work in:	Male	Female
a. Freshman year	14	8
b. Sophomore year	8	8
c. Junior year	7	41
d. Senior year	2	7

Total excluding duplicates..... 31 59

Number graduating during each term:	Male	Female	Total
a. Fall term	1	5	6
b. Winter term	0	0	0
c. Spring term	1	3	4
d. Summer term (1919).....	5	11	16
Total.....	7	19	26

Enrollment in model school:	Male	Female	Total
First grade	17	21	38
Second grade	11	14	25
Third grade	17	13	30

Fourth grade _____
 Fifth grade _____
 Sixth grade _____
 Seventh grade _____
 Total _____

Names of counties and numbers from each
 ment (Total No. 1):

Calhoun, 62; Chambers, 6; Clay, 23; Coosa, 1.
 kee, 9; Cleburne, 18; Chilton, 3; Cullman, 1; C
 Blount, 2; Bibb, 1; DeKalb, 48; Dale, 2; Dallas,
 27; Fayette, 2; Butler, 2; Jefferson, 12; Jacks
 stone, 3; Lamar, 5; Lee, 2; Marshall, 22; Monro
 Marengo, 1; Macon, 3; Randolph, 9; Talladega
 Shelby, 1; Tallapoosa, 19; Wilcox, 1; Winston,
 gia, 6; Florida, 2.

Total from Alabama (a), 348; total from oth
 Total (a) and (b), 356.

Number of teachers employed _____
 Number of volumes in library _____
 Value of library _____
 Value of buildings and sites _____
 Value of equipment (seats, desks, etc.) _____
 Value of scientific apparatus and teaching equi

Financial Statement—Recei

Balance from previous year _____
 State appropriation for maintenance _____
 Fees _____
 State appropriation for building and equipmen
 Board and room rent in dormitory _____
 Bills payable _____
 All other sources _____
 Deficit _____

Total _____

Disbursements

Salaries of teachers.....	\$22,520.46
Wages of school janitors, engineers, etc. (not dormitory).....	625.00
Fuel, water, light, janitors' supplies, and other expenses of school plant	1,189.51
Repairs, replacement of equipment, insurance, interest, and other upkeep charges.....	5,903.68
\$1,200.00 lot and \$116.54 improvement—balance barracks....	4,665.30
New equipment (seats, desks, etc.).....	629.49
Scientific apparatus and teaching equipment.....	992.82
Repayment of loans.....	21,451.00
Expenses of dormitory maintenance (include coal, light, help, etc.)	17,216.94
All other expenses.....	931.00
Balance on hand.....	3,692.12
<hr/>	
Total.....	\$79,817.32
Outstanding indebtedness not reported above.....	9,000.00

Fifth grade	16	25	41
Sixth grade	10	23	33
Seventh grade	15	20	35
	<hr/>	<hr/>	<hr/>
Total.....	97	138	235

Names of counties and numbers from each represented in enrollment (Total No. 1):

Autauga, 5; Barbour, 1; Bibb, 2; Calhoun, 1; Chambers, 5; Clay, 5; Coffee, 1; Colbert, 32; Coosa, 4; Cullman, 20; Dallas, 4; DeKalb, 4; Elmore, 4; Escambia, 1; Etowah, 1; Fayette, 13; Franklin, 16; Geneva, 1; Hale, 3; Jackson, 17; Jefferson, 31; Lamar, 16; Lauderdale, 99; Lawrence, 24; Lee, 4; Limestone, 2; Macon, 3; Madison, 24; Blount, 6; Butler, 4; Cherokee, 1; Choctaw, 3; Marengo, 1; Marion, 17; Marshall, 16; Mobile, 2; Montgomery, 2; Morgan, 32; Perry, 3; Pickens, 2; Pike, 3; Russell, 1; Shelby, 5; St. Clair, 2; Sumter, 1; Talladega, 4; Tallapoosa, 7; Tuscaloosa, 1; Walker, 17; Washington, 1; Wilcox, 1; Winston, 19.

Total from Alabama (a), 494; total from other states (b), 28.

Total (a) and (b), 522.

	Male	Female	Total
Number of teachers employed, including			
Summer School	9	15	24
Number of volumes in library.....			6,404
Value of library.....			\$10,000.00
Value of buildings and sites.....			\$475,200.00
Value of equipment (seats, desks, etc.).....			\$30,000.00
Value of scientific apparatus and teaching equipment.....			\$10,500.00
		<hr/>	<hr/>
Total.....			\$525,700.00

Financial Statement—Receipts

Balance from previous year.....	\$ 987.46
State appropriation for maintenance.....	25,000.00
Matriculation fees	11,529.56
Special class fees (laboratory, domestic science, etc.).....	1,261.27
State appropriation for building and equipment.....	9,500.00
Board and room rent in dormitory.....	32,128.28

Loans	14,383.52
All other sources.....	5,742.12
	<hr/>
Deficit	14,104.24
Total.....	\$104,636.45

Disbursements

Deficit brought over from last year.....	\$ 4,518.73
Salaries of teachers.....	26,385.02
Wages of school janitors, engineers, etc. (not dormitory)....	1,282.51
Fuel, water, light, janitors' supplies, and other expenses of school plant	2,279.66
Repairs, replacement of equipment, insurance, interest, and other upkeep charges.....	6,803.72
New grounds and buildings, alterations of old buildings (not repairs)	5,700.00
New equipment (seats, desks, etc.).....	697.00
Scientific apparatus and teaching equipment.....	235.19
Repayment of loans.....	14,102.57
Expenses of dormitory maintenance (include coal, light, help, etc.)	29,774.95
All other expenses.....	7,144.15
Balance on hand.....	5,732.95
	<hr/>
Total.....	\$104,636.45

Outstanding indebtedness not reported above, \$23,162.81.

**ANNUAL REPORT OF TUSKEGEE NORMAL AND INDUSTRIAL
INSTITUTE, AT INSTITUTE, ALABAMA, FOR YEAR
ENDING MAY 31, 1920**

Enrollment in:	Summer Term	
	Male	Female
b. Professional work for six weeks or less.....	73	564
c. Certificate course for six weeks or less.....	2	26

	Male	Female	Total
Number graduating	46	78	124
Enrollment in model school:			
First grade	22	24	46
Second grade	24	23	47
Third grade	19	28	47
Fourth grade	16	41	57
Fifth grade	13	21	34
Sixth grade	12	20	32
Seventh grade			
Total.....	106	157	263

Names of counties and numbers from each represented in enrollment:

Autauga, 5; Baldwin, 3; Barbour, 5; Bibb, 8; Bullock, 19; Butler, 9; Calhoun, 25; Chambers, 5; Chilton, 8; Clarke, 2; Clay, 1; Coffee, 8; Conecuh, 17; Choctaw, 9; Covington, 9; Colbert, 5; Dallas, 14; Dale, 6; DeKalb, 1; Dougherty, 3; Elmore, 9; Etowah, 2; Escambia, 2; Franklin, 2; Greene, 4; Hale, 6; Henry, 8; Houston, 7; Jefferson, 87; Lauderdale, 3; Lawrence, 4; Lee, 44; Limestone, 2; Lowndes, 12; Madison, 1; Macon, 217; Marengo, 11; Mobile, 10; Monroe, 3; Montgomery, 57; Morgan, 3; Perry, 10; Pickens, 1; Pike, 9; Randolph, 28; Russell, 6; Shelby, 2; Sumter, 8; Talladega, 4; Tallapoosa, 11; Tuscaloosa, 20; Walker, 10; Wilcox, 3.

Total from Alabama (a), 767; total from other states (b), 1,036.

Total (a) and (b), 1,803; 109 soldiers.

Number of volumes in library.....	24,000
Value of library.....	\$16,008.00
Value of buildings and sites.....	\$1,001,433.76
Value of 10 and 11.....	\$250,043.42
Outstanding indebtedness not reported above, \$102,802.36.	

Receipts

From

Invested Fund	\$120,230.69
State of Alabama (for Teachers' salaries).....	3,750.00

Donors:

For General Purposes.....	\$88,461.97
For Annual Scholarships.....	40,357.00
For Special Purposes.....	10,376.65
For Teachers' salaries (Slater Fund).....	6,000.00
General Education Board.....	50,000.00

Total.....	\$195,195.62
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Students' Entrance Fees.....	18,570.00
Other sources	330.85

Total Receipts.....	\$338,077.16
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Disbursements

Academic and Normal.....	\$ 36,614.23
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Including salaries and expenses of this Department, Children's House, Instrumental Music, Training Kitchen and Model Housekeeping, Phelps Bible School, Literary and Lectures.

Agricultural (Schedule 10).....	22,678.02
Mechanical Trades	18,926.89
Girls' Industries (Schedule 12).....	4,006.19
Religious Work	4,534.27
Physical and Military Training.....	10,568.86
Boarding Department	10,406.50
Hospital and Health.....	7,243.34
Extension Work	18,593.85
Agricultural Experiment Station.....	1,815.53

General Operations	27,342.14
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Including General Stores, Business Agent's Office Legal Expenses, Freight and Postage, Discount, Telephone and Telegrams.

Maintenance of Plant.....	153,009.91
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Including Power Plant Operations, Repairs, Conduits, Fire Protection and Guards, Maintenance of Grounds, Repairs to Buildings, Rent of Cottages and Post Office and Insurance.

Publicity and Soliciting Funds..... 43,023.58
Including Salaries and Expenses of Campaigns, Bulle-
tins, Advertising, Entertainment of Guests, Commence-
ment Exercises.

Administration 52,108.27
Including Salaries and Expenses of the offices of Princi-
pal Treasurer, Chief Accountant, General Office Build-
ing, Expenses Business Committee, Research and Rec-
ords, Trustee Expenses and Savings Department.

Aid to Students and Teachers..... 17,560.60

Total.....\$428,432.18

ANNUAL REPORT OF THE COLORED NORMAL SCHOOL AT MONTGOMERY FOR YEAR ENDING MAY 31, 1920

Students completing work in:	Male	Female
a. Freshman year	26	49
b. Sophomore year	16	43
c. Junior year	11	26
d. Senior year	4	18

Total excluding duplicates.....	57	136
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Enrollment in model school:	Male	Female	Total
First grade	40	17	57
Second grade	19	32	51
Third grade	32	33	65
Fourth grade	36	29	65
Fifth grade	19	42	61
Sixth grade	56	60	116
Seventh grade	34	25	59
Eighth grade	22	63	85
Total.....	258	301	559

Names of counties represented in enrollment:

Montgomery, Macon, Lowndes, Chilton, Dallas, Elmore, Lee, Jefferson, Conecuh, Houston, Barbour, Escambia, Calhoun, Crenshaw, Geneva, Perry, Pike, Russell, Morgan, Chambers, Butler, Pickens, Hale, Lamar, Fayette, Covington, Dale, Bullock.

Other states represented in enrollment: Mississippi, Georgia, North Carolina.

	Male	Female	Total
Number of teachers employed.....	7	18	25
Value of buildings and sites.....			\$80,000
Value of equipment (seats, desks, etc.).....			\$5,500
Value of scientific apparatus and teaching equipment.....			\$700

Financial Statement—Receipts

Balance from previous year.....	\$ 3,116.03
State appropriation for maintenance.....	17,250.00
Matriculation fees	3,668.85
All other sources.....	200.00
Total.....	\$24,234.38

Disbursements

Salaries of teachers.....	\$16,927.50
Wages of school janitors, engineers, etc. (not dormitory).....	700.10
Fuel, water, light, janitors' supplies, and other expenses of school plant	2,011.56
Repairs, replacement of equipment, insurance, interest, and other upkeep charges.....	662.10
New grounds and buildings, alterations of old buildings (not repairs)	1,000.00
New equipment (seats, desks, etc.).....	261.25
Scientific apparatus and teaching equipment.....	97.00
Repayment of loans.....	1,505.00
All other expenses.....	40.00
Balance on hand.....	1,029.87

Total.....	\$24,234.38
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Outstanding indebtedness not reported above:

Land	\$ 2,250.00
Land	1,600.00
	<hr/>
	\$ 3,850.00

**ANNUAL FINANCIAL AND STATISTICAL REPORT OF THE
ALABAMA BOYS' INDUSTRIAL SCHOOL, EAST LAKE,
FOR THE YEAR ENDED SEPTEMBER 30, 1920**

1. Enrollment:	Number
a. Elementary and Grammar Grades.....	392
b. Secondary Grades	22
	<hr/>
Total	414
 2. Average age of pupils, years	15 1/3
 Length of term, days	185
 4. Average attendance, pupils	299
 5. Number of teachers:	
a. Male	1
b. Female	5
	<hr/>
Total	6
 6. Value of school properties:	
a. Building and site.....	\$193,600.00
b. Furniture and equipment.....	32,773.33
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Total	\$225,373.33

Annual Income

1. From State funds	\$ 60,850.00
2. From tuition and incidentals	1,329.44
	<hr/>
Total	\$ 62,179.44

JNO. H. CARR,
Principal.

**FINANCIAL STATEMENT OF THE STATE SCHOOLS FOR THE
DEAF AND THE BLIND AT TALLADEGA, FOR THE
FISCAL YEAR ENDING SEPTEMBER 30, 1920**

Receipts

State appropriations for general expenses.....	\$100,650.00
State appropriations for insurance and repairs.....	3,000.00
From other sources.....	1,534.56
Deficit	2,852.73
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Total.....	\$108,037.29

Disbursements

For maintenance	\$ 70,136.14
For repairs	6,107.33
For salaries	31,793.82
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Total.....	\$108,037.29

Number of pupils in attendance 1919-1920, 341.

F. H. MANNING,
Principal.



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Enrollment, grades 1-7.....	46	58
Enrollment, grades 8-12.....	51	62
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Average daily attendance.....	51	62
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Receipts		66, 88, 90
Disbursements		73, 89, 92
Rural schools housing elementary grades, high school grades, or both.....	94	104
Certificates held by rural teachers in one-teacher, two- teacher, etc. schools.....	96	106
Average salaries in rural one-teacher, two-teacher, etc. schools	98	108
Number of Reading Circle members.....	100	110
Ownership of schoolhouses.....	100	110
Value of rural buildings, sites, furniture, equipment.....	100	110
Seatings in rural schools.....	100	110
Libraries in rural schools.....	100	110
Pupils completing grade 7 in rural schools.....	100	110
Average term in rural one-teacher, two-teacher, etc. schools	102	112
Average number of visits of superintendent to rural one-teacher, two-teacher, etc. schools.....	102	112







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